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ABSTRACT

This bibliography consists of nearly 500 references to works on urban school policy, administration, and curriculum. The works cited, most of which were developed by school districts in large cities, were compiled from a computer search of "Resources in Education" from 1975 to 1981. Citations are organized by ERIC document (ED) number. Each reference contains bibliographical information, index terms (ERIC descriptors and identifiers), and an abstract. Also included in the bibliography are subject and author indexes, as well as information for ordering ERIC documents. (GC)

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SCHOOL POLICY, ADMINISTRATION, AND CURRICULUM

Compiled by

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and

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U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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URBAN SCHOOLS BIBLIOGRAPHY SERIES

Number 2

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Spring 1982

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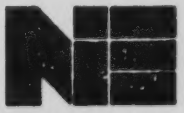
Washington, D.C. 20208



SP 022 446

INTRODUCTION

The Urban Schools Bibliography Series is intended to address the distinct information needs of urban school personnel, students and others by providing access to information on issues, programs and practices related to urban education. The series is an outgrowth of a special project conducted by the Educational Resources Information Center (ERIC) Clearinghouse on Urban Education in 1981. The purpose of the project was to locate and collect documents developed by urban school districts in order to make them widely available through the ERIC system.

As part of the special project, an extensive search of Resources in Education (RIE), the monthly ERIC abstract journal, was performed to identify documents already in ERIC that were developed by urban school districts. Several criteria were employed in selecting documents for inclusion. First, the document had to be developed by urban school districts in cities with a population of one hundred thousand or more. A document had to be available through the ERIC Document Reproduction Service (EDRS) in microfiche and/or paper copy. Finally, it had to fall within a topical area, e.g., curriculum, vocational training, bilingual education, educational policy, desegregation, and so forth. In some instances, documents developed by agencies and institutions outside the school district, such as research centers, educational laboratories, State Departments of Education and dissimination centers, were included in the series.

In all, over eight hundred documents covering the period, January 1975 to October 1981, were selected and grouped as four bibliographies: 1) Equal Opportunity in Education; 2) School Policy, Administration, and Curriculum; 3) Testing, Evaluation, and Academic Achievement; and 4)

Career Development, Alternative Schools, and Community Involvement in Education. The series consists of annotated references to research studies, evaluation reports, and instructional materials including curriculum guides and program manuals. The bibliographies do not include references to journal articles, which are annotated and indexed in Current Index to Journals in Education (CIJE), ERIC's guide to the journal literature.

Each bibliography contains a main entry section, and a subject and an author index to documents cited. Entries are arranged by ED (ERIC Document) identification numbers, which precede each citation. Entries contain the title, author, source, publication date, publication type (report, bibliography, research, etc.), information on availabilit, and cost, descriptive indexing terms identifying the subject matter of the document, and an abstract. Documents cited can be read at any facility that has an ERIC microfiche collection. In addition, microfiche and/or paper copies can be purchased from the ERIC Document Reproduction Service (EDRS). Information concerning document availability follows the author index at the end of each bibliography.

The series will be updated annually. For information on updates, as well as other publications and services, write to the ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, N.Y. 10027.

Document Resumes

SCHOOL POLICY, ADMINISTRATION AND CURRICULUM

0500 ED 127 728

Stephens, Charles E. And Others
School Profile.
Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date—Jan 76
Note—99p.; Not available in hard copy due to color of paper in original document
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Characteristics, Educational Facilities, Elementary Secondary Education, National Competency Tests, *School Demography, *School Statistics, Student Characteristics, *Teacher Characteristics, *Test Results
Identifiers—*Eugene Public Schools OR, Oregon (Eugene)
This publication summarizes a variety of information on each of the 42 public schools in Eugene (Oregon) School District 4J, presented in the form of two-page statistical profiles of each individual school. Five basic categories of information are contained in each profile, including data on building characteristics, student information, staff information, community factors, and test scores on nationally standardized tests. These data were gathered from U.S. Census data and the Oregon Total Information System, as well as from records of the Eugene school district. Most of the data listed are for the 1975-76 school year, though figures on the cost of vandalism and standardized test scores are for 1974-75. (JG)

0501 ED 127 730

Hendrickson, Leslie Sorrel, Susan F.
Program Descriptors. 76-77.
Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date—76
Note—193p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Administrators, Educational Legislation, Educational Methods, Educational Objectives, *Educational Programs, Educational Resources, Elementary Secondary Education, *Program Budgeting, *Program Descriptions, School Funds, Teachers
Identifiers—*Eugene Public Schools OR
This volume contains descriptions of 40 educational programs in the Eugene, Oregon, public schools. This data was collected from interviews with personnel in each program and from the district's budget work-book. The program descriptions cover educational legislation that pertains to each program, program objectives and methods, resources, staff, administrators, changes in program focus, and budget. These descriptions, prepared by the district's Research, Development, and Evaluation Division, will be used by the school district budget committee. (DS)

0502 ED 127 815

Manual for the Development of Instructional Materials Relevant to the Needs of U.S. Spanish-Speaking Students.
San Diego City Schools, Calif.
Spons Agency—Office of Bilingual Education (DHEW/OE), Washington, D.C.
Pub Date—75
Note—271p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Biculturalism, *Bilingual Education, Cultural Awareness, Curriculum Development, *Educational Policy, English (Second Language), Evaluation Criteria, *Instructional Materials, *Material Development, *Spanish, Spanish Americans, Spanish Speaking, Teacher Developed Materials, Textbook Bias, Textbook Evaluation, *Textbook Selection
Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII, *Materials Acquisition Project
The Materials Acquisition Project (MAP) was founded in 1970 under E.S.E.A. Title VII to collect educational materials published in Spanish- and Portuguese-speaking countries for assistance and use in bilingual education programs in the U.S. MAP believes in parity in all aspects of bilingual-bicultural education and offers guidelines for such an ideal program. In Section I, a revisions program is described which aims to help publishers produce materials in keeping with linguistic and cultural aims and suitable for U.S. schools. Cultural, political, racial, religious, sexual and social biases frequently found in Spanish educational materials are noted. Considerations for the development of instructional materials in Spanish for the U.S., definition of the educational process, reflections on the future of bilingual-bicultural education and general guidelines for curriculum development are also discussed. Section II deals with state guidelines for adoption of instructional materials. The main part reviews California and Texas policy and specifications for textbook selection and evaluative criteria, laws, calls for bids on materials, and requirements for materials in various school subjects. Section III reviews federal and state decrees affecting bilingual education. (CHK)

0503 ED 127 816

New York: Multi-Speak City!
New York City Board of Education, Brooklyn, N.Y.; New York City Economic Development Council, N.Y.
Pub Date—[75]
Note—137p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Career Awareness, Career Planning, *Culture Contact, Ethnic Groups, Immigrants, Language Proficiency, Languages for Special Purposes, *Language Skills, Language Usage, *Multilingualism, *Second Language Learning, Teaching Guides
Identifiers—*New York (New York)
This guide was written to help teachers make students aware of the multilingual and multi-ethnic nature of New York City in order to experience and explore different languages and customs. New York is a center for variety in language and culture in the areas of diplomacy, international commerce, media and communications, foods and fashion, the performing and the fine arts. This guide is a lively, up-to-date look at the city aimed at developing in students an interest and excitement for second language learning and an understanding of the peoples of the city. The book shows how languages function in international relations, tourism, trade, the arts and sports and discusses foreign language education and careers. (CHK)

0504 ED 128 356

1975 Summer Skills Centers Evaluation Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Oct 75
Note—141p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Academic Achievement, Age Grade Placement, Art, Classroom Observation Techniques, Communication Skills, Data Collection, Educational Objectives, Elementary Secondary Education, Evaluation Methods, Grouping (Instructional Purposes), Individualized Instruction, Interdisciplinary Approach, Interviews, Mathematics, Music, Nongraded Instructional Grouping, Program Development, *Program Evaluation, Program Improvement, Reading, *Remedial Programs, *Skill Centers, Student

Characteristics, *Summer Schools, Teacher Characteristics, Teacher Improvement, Teacher Role, Team Teaching

Identifiers—District of Columbia Public Schools

The 1975 Summer Skills Center program in the District of Columbia public schools consisted of elementary centers serving students in grades 3-8 and secondary centers serving students in grades 9-12. It called for instructional groupings containing students of several grade and age levels. Teachers were to be activity coordinators for individualized instructional programs designed to strengthen students' individual skills. Curriculum content was to emphasize communication and mathematics skills taught through four symbol systems: mathematics, music, art, and reading. To facilitate their functioning in a nongraded, multilevel, multiage setting and their use of a multidisciplinary approach, teachers in the summer program were to be provided with relevant staff development. An evaluation was carried out by the Division of Research and Evaluation in order to determine the extent to which the evaluation objectives were met and to provide information useful to future summer program planning. It included a Principal's Interview Guide, a Staff Survey Form, a Student Data Form, and an Attendance and Grade Form. A summary of the findings is reported. (BW)

0505 ED 128 371

Nesset, Bonna Faunce, R. W.

Needs Assessment of Administrators' Professional Development, May 1975.

Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.

Report No.—C-74-67

Pub Date—Jun 75

Note—50p.; For a related document, see ED 109 826

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Administrator Attitudes, *Administrator Education, *Administrators, Elementary Secondary Education, *Management Development, *Needs Assessment, *Occupational Surveys, Questionnaires

Identifiers—*Minneapolis Minnesota Public Schools, Minnesota (Minneapolis)

In April and May of 1975, the Research and Evaluation Department of the Minneapolis Public Schools conducted a needs assessment at the request of the Leadership Development Committee (LDC) to determine what kind of help MPS administrators need to do their jobs better. Two methods were used to collect data. First, a one-page questionnaire was sent to all MPS administrators. Second, a 15% random sample of administrators from elementary, secondary, central office, and special locations was selected to be interviewed. The most frequent requests for training were in the areas of management techniques, interpersonal relations and personnel management, administration, and curriculum theory and development. About two-thirds of the questionnaire respondents said that they would probably or definitely participate in courses in 1975-76 if they were offered at convenient times. About four out of ten questionnaire respondents said that ample opportunity exists to meet their professional growth needs. Over one-third said more opportunity for obtaining professional growth units through the MPS or obtaining college or university credit is needed. Secondary administrators more frequently indicated these needs and, in addition, were more likely to say they needed assistance in pursuing an advanced degree. Over two-thirds of the interviewees said they thought the LDC could provide them with the kind of training they really need. (Author/RC)

0506 ED 128 545

Robert Anthony Reed, III, et al, Plaintiffs Vs. James A. Rhodes, et al, Defendants. Memorandum Opinion and Order [Relating to Racial Isolation in the Cleveland Public School System].

District Court, Cleveland, Ohio. Northern District of Ohio.

Pub Date—76

Note—200p.

Pub Type— Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Black Community, *Black Education, Blacks, Bus Transportation, *Constitutional Law, *Court Litigation, Courts, Cultural Isolation, Desegregation Litigation, Educational Policy, Minority Groups, Public Policy, *Public Schools, Racial Factors, *Racial Integration, Racial Segregation, School Desegregation, Social Isolation, Special Classes, Teaching Assignment, Transfer Policy

Identifiers—*Ohio (Cleveland), *Racial Isolation

In reviewing statistics of the racial patterns in the recent history of the Cleveland public school system, as well as all of the evidence included in the voluminous record in this case, the District Court for the Northern District of Ohio sought an answer to a single question of constitutional law: to what extent, if any, were the defendants in this case, public officials and public agencies, responsible for creating or for maintaining or both the segregated situation in the Cleveland public schools. In interpreting the evidence in the record, the court faced a number of recurring questions or problems. While the evidence in this case was voluminous, one question which it did not answer directly was what the racial composition of any given residential area was at any specific time. This information was crucial in assessing the intent and effect of many of the local defendents' actions. Another issue that became one of the most sharply disputed was that of the capacity of any given school. Much documentary evidence was submitted to the court concerning specific assignment decisions of the local defendents. This evidence has, purportedly for clarity's sake, been analyzed by geographical area and within such analyses, generally in chronological order. Following this detailed examination, the court addresses the general issues of relay classes, intact busing, special transfers, faculty assignment, housing, and neighborhood school policy. (Author/AM)

0507 ED 128 937

Project Study (Curriculum for Improving Student Study Skills). Project Termination Report.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—Nov 75

Note—56p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Academic Achievement, Cognitive Processes, Curriculum Development, Educational Media, Elementary Education, Federal Aid, Grade 6, *Independent Study, Inservice Teacher Education, *Learning Modules, *Program Evaluation, Questionnaires, *Reading Skills, Social Studies, Student Attitudes, *Study Skills, Tables (Data), Test Results

Identifiers—Elementary Secondary Education Act Title III, Ohio (Cleveland)

The program evaluated was developed to assist teachers in providing students with opportunities to become successful users of content materials through the installation and reinforcement of independent study skills. Lessons using high interest items in social studies content with emphasis on improving cognitive processes were designed for sequential teaching of the independent study skills. The packet of 28 lessons in five units was field tested in the 12 sixth-grade classes of the teacher participants in the program. The project is described in detail, goals are listed, and methods of evaluation and project outcomes are summarized. Tables and graphs illustrate pretest and posttest scores. (Author/MLF)

0508 ED 129 611

Mayer, John McCollum, Bettie Lou

Concepts and Applications of Science II, 122934 Science.

Dade County Board of Public Instruction, Miami, Fla.

Pub Date—76

Note—20p.; For related document, see SE021415

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Biological Sciences, *Course Descriptions, *General Science, Natural Sciences, Physical Sciences, *Science Curriculum, *Science Education, Secondary Education, *Secondary School Science

This document outlines the second part of a two-part senior high school general science course designed to familiarize students with genetics, ecology, biological science, physical science, and atmospheric conditions. Included are listings of adopted texts, performance objectives, course outline, laboratory investigations, reports and projects, discussion questions, films, references, and a master reference sheet. (SL)

0509 ED 130 120

Interdisciplinary Cooperative Education Programs. Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date—76

Note—370p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors—*Career Development, Career Planning, Consumer Education, *Cooperative Education, Cooperative Programs, Curriculum Guides, High Schools, Integrated Curriculum, *Interdisciplinary Approach, Learning Activities, Legal Education, Lesson Plans, Safety Education, *Secondary School Curriculum, *Vocational Education

Eight units of study make up this senior high school Interdisciplinary Cooperative Education Program (ICEP) curriculum designed (1) to assist seniors in learning and developing the skills, knowledge, personal traits, health habits, work habits, safety habits, pride in achievement, and modes of conduct necessary for success; and (2) to assist them in making the transition from school to the World of work. Each unit contains a number of episodes (teacher-constructed plans for learning experiences). The Instructional Units are: (1) Orientation (5 episodes), (2) The World of Work (11 episodes), (3) Personal Growth and Effectiveness (8 episodes), (4) Career Information and Planning (18 episodes), (5) Consumer Education (28 episodes), (6) Community Services (3 episodes), (7) Law (19 episodes), and (8) Safety (5 episodes). The episode components are: Episode Name, Unit Number and Name, General Objectives, Related Concepts, Potential Centers, Proposed Evaluations, Proposed Strategies, Logistic Decisions, Related Content, and Episode Resources. The cooperative instructional units include Business and Office Education, Health Occupations Education, Home Economics Education, Industrial Arts Education, and Trade and Industrial Education. An example of the teacher's Summary Report, the employer's Evaluation of the Cooperative Trainees' On-the-Job Work, and A Student Survey are included. (HD)

0510 ED 130 130

Exploration of Health Careers. Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date—76

Note—82p.

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Allied Health Occupations, Allied Health Occupations Education, Career Awareness, Career Education, *Career Exploration, Career Planning, *Core Curriculum, Course Content, Course Objectives, Curriculum Guides, Employment Qualifications, *Health Occupations, Health Services, *Learning Activities, Occupational Information, Secondary Education, Secondary School Curriculum, Vocational Education

This curriculum guide provides an introductory course for secondary students interested in health careers. The instruction is sequential and exposes the student to a core curriculum including interpersonal, vocational and practical skills basic to the health occupations cluster. The course objectives are to: (1) identify jobs and job opportunities in the health service industry, (2) assess self in relation to job requirements for various occupations within the health field, (3) perform some elemental tasks associated with various occupations in the health service industry, and (4) set personal goals within the field of health and discern the schooling necessary to reach those goals. Seven instructional units are included: Unit 1–Orientation; Unit 2–Health Care Systems and Components; Unit 3–You, the Health

Care Worker; Unit 4-Planning Your Health Career; Unit 5-Becoming a Patient; Unit 6-The Patient from Admission to Discharge; and Unit 7-The Patient is Discharged. Each of these units contains student objectives, content, and suggested activities. The appendix contains a bibliography, a listing of audio-visuals (films and filmstrips, a listing of black contributors to health, and a listing of health careers at the entry, intermediate, college graduate, and graduate education levels. Suggestions for field trips are also appended. (HD)

0511 ED 130 164

A Creative Career Education Language Arts Project for the Disadvantaged. Final Report.

Portland Public Schools, Oreg. Area III Office.
Spons Agency--Office of Education (DHEW), Washington, D.C.; Oregon State Dept. of Education, Salem. Div. of Community Colleges and Vocational Education.
Report No.—VT-103-381
Pub Date—Mar 75
Grant—26-001-293
Note—27p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Education, *Career Exploration, Community Resources, *Disadvantaged Youth, *Grade 7, *Grade 8, Junior High Schools, Language Arts, Program Descriptions, Reading Materials, Reading Skills, School Community Relationship, *Student Developed Materials, Student Motivation
Identifiers--Oregon

A project was conducted to build motivation and increase language arts skills of disadvantaged students through involvement in a career exploration program. A class of 28 students reviewed career clusters and indicated their personal interest. Employed representatives from the community with backgrounds similar to the students' visited the classroom and discussed their roles, jobs, and responsibilities. Following the classroom visit, small groups of students visited the job sites of those who had visited the classroom. The students made notes and took pictures; these comments and photographs were then prepared as stories intended for compilation in booklet form for use by other students. Although the project was not completed in terms of developing the reading booklets and a subsequent evaluation, it was recommended that the process implemented for this type of direct experience be encouraged. (Author/RG)

0512 ED 130 167

The Teaching of Values: An Instructional Guide for Kindergarten, Grades 1-14, and Accompanying Bibliography. Los Angeles City Schools, Division of Instructional Services Publication No. GC-15.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.
Pub Date—66
Note—277p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Annotated Bibliographies, Elementary Secondary Education, Higher Education, *Humanistic Education, Instructional Materials, *Learning Activities, *Moral Development, Religious Education, Staff Role, Teaching Guides, *Values
Identifiers—*Los Angeles City Schools CA

This guide is a multiple purpose instructional tool for use in kindergarten through college. For students, it is designed to stimulate learning about the nature of values, helping pupils develop toward moral maturity through experiences inherent to education. For staff, the guide explores ways to promote the development of values in young people, and makes teachers familiar with the laws and legal decisions which affect the teaching of values. The guide contains suggestions for student learning activities and for staff reading and study. An annotated bibliography is provided with entries which include audio-visual material divided into seven areas: integrity, courage, responsibility, justice, reverence, love, and respect for law and order. In its appendix, the guide also provides information about the laws of California as they relate to the teaching of religious material in public schools. (MJ)

0513 ED 130 269

Goldberg, Isadore

Students and Teachers Develop English Curriculum, ESEA Title III Evaluation. Final Report.

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 76
Contract—GA-068-5-AA-NS-0-6; GA76-CEL-J5D-00-J09-2554
Note—57p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, *Curriculum Enrichment, Elementary Secondary Education, *English Curriculum, *Inservice Teacher Education, Program Descriptions, Program Evaluation, *Teacher Improvement, Teacher Workshops, Teaching Methods
Identifiers—*Elementary Secondary Education Act Title III

The purpose of the Students and Teachers Develop English Curriculum project (an Elementary-Secondary Education Act Title III program) was to encourage the adoption of innovative curriculum units and instructional strategies in District of Columbia public schools. This booklet describes program background and objectives, methods and procedures of implementation, and evaluative findings. Teachers experienced in program goals and teaching strategies cooperated with participating teachers, both within schools and in centralized workshops. The results of this approach to information exchange were significant change in participating instructors' teaching methods and improvement of students' reading, writing, spelling, listening, and interpersonal skills. (KS)

0514 ED 130 375

An Evaluation of the Ratio Staffing Plan.

Eugene School District 4J, Oreg. Div. of Research, Development, and Evaluation.
Pub Date—4 Oct 76
Note—443p.; Some tables may not reproduce clearly due to small type size
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—*Administrative Policy, Elementary Secondary Education, *Experimental Programs, Organizational Change, Program Descriptions, *Program Evaluation, *School Personnel, *Staff Utilization, Tables (Data)
Identifiers—*Eugene Oregon School District 4J

This lengthy report evaluates a new staffing plan that was implemented by the Eugene (Oregon) School District during the 1975-76 school year. The purpose of the report is to determine the impact of the new staffing plan on the staff size and programs of each district school. The first section of the report presents a brief history of the new staffing plan and is followed by a section describing the methods used to carry out the evaluation study. The third section focuses on the number of district staff members affected by the new plan. It lists staffing totals by school for 1974-75 and 1975-76, notes the differences between the two years, and then determines how much of the change is due to the new staffing policy. The next three sections attempt to isolate program changes resulting from the new plan at the elementary, junior high, and senior high school levels, respectively. The summary section outlines the report's major findings, and the last section presents several recommendations from the district's evaluation department. The appendix lists and describes the data sources for all major tables in the report and presents a complete list of staff members for each district school, including the number of full-time equivalent (FTE) staff members at each school and the FTE of each individual staff member. (Author/JG)

0515 ED 130 412

Hinojosa, David

A Study of the Relationships Between the Organizational Climate, the Pupil Control Ideology and the Self-Esteem and Power Dimensions of the Students' Self-Concept in Selected Elementary Schools in the Corpus Christi Independent School District.

Pub Date—Dec 73
Note—130p.; Ph.D. Dissertation, University of Houston
Available from—Xerox University Microfilms, Dissertation Copies, P.O. Box 1764, Ann Arbor, Michigan (Order No. 74-11, 854; $15.00 xerography, $7.50 microfilm)
Pub Type— Dissertations/Theses - Undetermined (040)
Document Not Available from EDRS.
Descriptors—*Discipline, Doctoral Dissertations, Educational Research, Humanistic Education, *Organizational Climate, Questionnaires, *Self Concept, *Student Attitudes, *Student Teacher Relationship, Teacher Administrator Relationship

This study examined the organizational climate and pupil control ideology as perceived by teachers along with the self-esteem and power dimensions of the students' self-concept as perceived by students. The major thrust of the research was to look for the relationships that existed between these major constructs. A sample of 29 teachers and 779 students from the fourth and sixth grades participated in the study. A definite relationship existed between open and closed climates and high and low self-esteem scores. The relationship was positive in that the teachers with the more open climate scores had students with high self-esteem scores. The first chapter advances the hypotheses and the procedure for gathering the data, then relevant literature and research studies are reviewed in chapter two. The next two chapters describe the study design and instruments used, and analyze the data as they reflect on each of the hypotheses. The final chapter contains a summary, conclusions, and recommendations. (Author/MLF)

0516 ED 130 518

The Classical Heritage in America: A Curriculum Resource. Tentative Edition.

Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—76
Note—135p.; Comic Book Section may not reproduce clearly
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Architecture, Art, *Classical Languages, *Classical Literature, *Cultural Background, Cultural Influences, *Curriculum Guides, Elementary Secondary Education, Government (Administrative Body), Interdisciplinary Approach, *Resource Materials, Twentieth Century Literature, *United States History
Identifiers—Bicentennial, Greece (Ancient), Rome (Ancient)

This curriculum resource is intended to help make students of Latin, Greek and other subjects more aware of America's classical heritage. It is designed to be used selectively by teachers to enrich the regular curriculum in classical languages in elementary and secondary schools. In providing background information for the teacher and suggestions for instructional activities, it interrelates Latin and Greek with history, law, literature, art, architecture and other disciplines. The 11 chapters deal with: (1) the classical heritage in the discovery of America, (2) classical influence in colonial education, (3) Benjamin Franklin and the classics, (4) James Logan and the classics, (5) Benjamin Rush and the classics, (6) Thomas Jefferson and the classics, (7) revolutionary patriots in the Roman and American republics, (8) classical influence on the American government, (9) our legal heritage from Greece and Rome, (10) a sampling of the classical influence in 20th century American literature, and (11) classical influence on American art and architecture. A five-item annotated bibliography and a form for evaluating this resource conclude the volume. (Author/RM)

0517 ED 131 123
Evaluation of Dade County Public Schools Guidance Program, 1975-76.
Dade County Public Schools, Miami, Fla. Dept. of Planning and Evaluation.
Pub Date—Sep 76
Note—77p.; Tables may reproduce poorly due to print quality of original
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Attitudes, Counselors, *Elementary Secondary Education, *Guidance Programs, Participant Satisfaction, Principals, *Program Evaluation, *Surveys, Teacher Attitudes
Identifiers—*Dade County Public Schools FL, Florida (Dade County)
The elementary and secondary school guidance programs in the Dade County, Florida public schools were evaluated by means of (1) questionnaires and interviews of principals, teachers, counselors, and students; (2) time-logs maintained by the counselors; and (3) behavioral ratings by teachers of students who had been referred for and had received counseling over an extended period of time. Results were of a generally positive nature, although there were some identifiable areas where improvement in the programs should be considered. School administration, faculty, the guidance personnel, and students all considered that the programs were meeting definite needs at their respective levels, and that they were doing this in a generally satisfactory manner. Positive findings also occurred with respect to the potentials of counseling upon remediation of disruptive behavior and/or academic problems. Negative aspects included the following: (1) too little group counseling was being done in the secondary schools; (2) too little individual counseling was being done in the elementary schools; (3) parent and teacher conferences were insufficient in number; (4) too little clerical support was being used in individual course selection matters; (5) some discontent was expressed by elementary level counselors over the failure to receive the salary supplement provided to secondary counselors; and (6) too much time was not accounted for by the counselors in their activity logs. Since the elementary and secondary guidance programs appeared to have utility in meeting the district's objective of modifying disruptive behavior, it was seen as necessary to improve upon the negative findings. Recommendations were made. (RC)

0518 ED 131 148
Higgins, Paul S.
What Happened to the Kids After Their Segregated School Closed? A Nine-Year, Control-Group Follow-Up of Elementary Students.
Saint Paul Public Schools, Minn.
Pub Date—31 Mar 76
Note—34p.; Not available in hard copy due to the print quality and size of the original document
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Academic Ability, Attendance Records, *Black Students, *Comparative Analysis, *Desegregation Effects, Educational Environment, Elementary Education, Enrollment Rate, *Followup Studies, Grade 1, Grade 3, Grade 5, Longitudinal Studies, *Racial Balance, Racial Composition, Racial Distribution, Racial Factors, Racial Integration, *School Desegregation, Student Adjustment
Identifiers—*Minnesota (Saint Paul)
The educational careers of 148 students who were first, third, or fifth graders at the de facto segregated McKinley School during its last year of operation are reported. Another group of 156 students attending the first, third, or fifth grades at another school that remained de facto segregated are used as a control group of relatively more segregated students. The duration of the follow-up is the nine-year period from the 1966-1967 school year through 1974-1975. This study is said to provide answers to several questions, including: (1) how the school persistence (enrollment and attendance) for these two groups of students compared, and (2) how the school performance (grades and achievement test scores) for the two groups of students compared. The study provides little evidence that the McKinley students made either a better or a poorer school adjustment than the controls. The former McKinley students showed the same reasonbly good adjustment, i.e. 90% overall attendance, similar transfer rates, average grade point averages, and somewhat below average test scores and class ranks, than the control group students. In reading and math test scores, both groups maintained their relative positions among national norms groups of their same age peers. It is concluded that rapid integration has little effect on school persistence or performance. (Author/AM)

0519 ED 131 582
Lindley, Jesse B.
Title IX Self-Study Report of the Oklahoma City Public Schools.
Oklahoma City Public School System, Okla.
Pub Date—28 Jun 76
Note—197p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Affirmative Action, *Athletics, *Counseling, *Curriculum, Elementary Secondary Education, Employment, Extracurricular Activities, Physical Education, Questionnaires, *School Surveys, *Sex Discrimination, Tables (Data)
Identifiers—Oklahoma City Public Schools, *Title IX Education Amendments 1972
Under Title IX of the Education Amendments of 1972, institutions affected must engage in appraisal and evaluation of current policies, practices, and procedures to determine possible discriminatory effects in five areas-athletics, counseling, curriculum and physical education, employment, and extracurricular activities. This report contains the Oklahoma City Public School's self-appraisals in these areas. Also included are a notification of the district's nondiscrimination policy, the members and scope of the district's Title IX task force, and the Final Evaluation Survey of the Title IX Sex Discrimination Institute. (Author/IRT)

0520 ED 132 165
Estes, Gary D.
Mathematics Accountability Model Final Evaluation Report.
Phoenix Union High School District, Ariz. Dept. of Research and Planning.
Pub Date—Jun 76
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Basic Skills, *Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, Evaluation Methods, Federal Programs, *Individualized Instruction, Instructional Materials, *Mathematics Curriculum, Models, Program Effectiveness, Student Attitudes, Student Evaluation
Identifiers—Arizona (Phoenix), Mathematics Accountability Model, Phoenix Union High School District AZ
The Mathematics Accountability Model (MAM) Project has succeeded in the development, implementation, evaluation, and dissemination of a completely individualized learning program for basic and higher order math skills. Student interest and achievement in the MAM Project are well documented exemplars of its success. It is recommended that the Phoenix Union High School System and the Arizona State Department of Education continue to support the expansion of the MAM to other schools and districts. The MAM can be recommended as an effective individualized learning program that provides for a continuous uniform evaluation system in basic and higher order mathematics skills. (RC)

0521 ED 132 168
Haggett, William F.
Consumer Education. Fourth-Year Final Report. Report No. 7716.
Philadelphia School District, Pa. Office of Research and Evaluation.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
Report No.—PSD-7716
Note—57p.; For a related document, see ED 113 396
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Consumer Education, Criterion Referenced Tests, *Educational Objectives, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, *Integrated Curriculum, Parent Participation, *Program Evaluation, Resource Centers, Surveys, Teacher Attitudes, Teacher Workshops
Identifiers—Elementary Secondary Education Act Title III, Pennsylvania (Philadelphia), *Philadelphia School District PA
The Philadelphia School District's Consumer Education project aims to teach consumers to spend their money more wisely. Services offered by the Consumer Affairs Education Services staff included workshops for teachers and parents, support for individual teacher and faculties through liaison staff members, materials from and the use of the resource center, newsletters, teacher guides, and a parent education component. Of the seven measured objectives, six were completely attained and one was partially attained. Requests for materials were responded to, teachers were actively encouraged to integrate consumer education into their regular curricula, and field testing of the competency guide continued. New curricular materials were evaluated, and a series of criterion referenced tests are being developed. The parent education program is fully operational; parents, business and governmental agencies have participated in project activities. (Author/MV)

0522 ED 132 216
Turner, W. E. And Others
Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September, 1975- August, 1976.
Wichita Unified School District 259, Kans.
Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.
Bureau No.—BR-7-6030
Pub Date—Jul 76
Note—136p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Annual Reports, Basic Skills, Delinquent Rehabilitation, Elementary Schools, Elementary Secondary Education, *Institutionalized Persons, Mathematics Instruction, *Parent Education, *Preschool Education, *Program Evaluation, Reading Programs, *Remedial Instruction, Summer Programs, Tuition Grants, Urban Education
Identifiers—*Elementary Secondary Education Act Title I, *Kansas (Wichita)
During the 1965-76 school year, ESEA Title I programs in Wichita, Kansas were conducted in 20 Title I target elementary schools and 52 extended service elementary schools. Programs included corrective reading, mathematics, and preschool components. There were also small but important programs for children in the neglected and delinquent institutions. A parent education component was implemented. In the 1975 summer session, the main areas of reading and mathematics were emphasized with additional inputs into the institutions and early childhood programs. A sizeable portion of the summer school budget was allocated for tuition scholarships. Five thousand six hundred and two pupils were involved in regular year programs. There were 3048 pupils in corrective reading with 2454 in mathematics, some of whom may have been in both programs. Seventy-six percent of the pupils met or exceeded the stated major performance for reading that pupils should gain .8 of a month on the California Reading Test for each month of instruction. Fifty-five percent of 2,054 pupils with pretest and posttest scores met the mathematics performance objectives on posttests. These objectives

were measured by criterion referenced basic skills tests. (Author/JM)

0523 ED 132 225
Sala, Frank C.
Implementation and Evaluation of a Desegregation Model for the Erie, Pennsylvania School District.
Pub Date—76
Note—440p.; Ed.D. practicum paper, Nova Univeristy
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC18 Plus Postage.
Descriptors—Academic Achievement, Bus Transportation, Court Litigation, Desegregation Effects, Elementary Schools, Enrollment Projections, Enrollment Trends, Interest Inventories, *Models, Practicums, Program Development, *Program Effectiveness, *Program Evaluation, *School Desegregation, Self Esteem
Identifiers—Emergency School Aid Act 1972, *pennsylvania (Erie)
This report presents the evaluation of a court approved desegregation plan for elementary schools in the school district of the City of Erie, Pennsylvania, starting with the school year in September 1975. The plan was that the district's elementary school would house grades K-5. Two elementary schools, Garfield and Longfellow, would close and pupils would be reassigned. The Harding school would continue as a city wide open enrollment school. Burton school, exempted by court, would not be balanced. Wayne school would be an elementary school in transition, housing only grades 3-6. The district's middle schools would house grades 6-8. The academic high schools would house grades 9-12. The report compares projected pupil statistics under the proposed plan and actual pupil enrollment. Also presented are implementation activities for the Emergency School Aid Act; desegregation plan for the second year; and the conceptualization, design, and implementation of an evaluation to measure the effect (if any) of desegregation on pupil achievement, interest in school, and self esteem. The findings of the study focus on a "smooth implementation of the desegregation plan...attributed to careful planning and implementation activities". (Author/RJ)

0524 ED 132 228
Wohl, Seth F.
Staff Role Expectations: A Study of Alternative High Schools–1975. Research Report. Cooperative Research City Tax Levy Program.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—Jun 76
Note—44p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Attitudes, Comparative Analysis, Demography, High Schools, *Nontraditional Education, *Principals, *Role Perception, *Secondary School Teachers, Self Concept, Surveys, Teacher Attitudes, Teacher Characteristics, *Teacher Role, Traditional Schools, Urban Schools
Identifiers—New York (New York)
This study explores teacher and principal role expectations in conventional versus alternative secondary school settings. A 59-item "Role Expectations Instrument" was to give to 472 teachers in 11 conventional high schools, each having a mini-school associated with it, and in five independent alternative high schools. In addition, 11 principals of conventional high schools and five directors of independent alternative high schools completed a related questionnaire. The independent alternative schools had the youngest and most inexperienced staff with the least advanced academic educational credits. Mini-school staffs, on the other hand, greatly resembled the high school faculty group from which they had been derived. In conclusion, independent alternative school staffs, both attitudinally and demographically, perceived themselves very differently from mini-school alternative staffs who had self-selected themselves from their older conventional high school parental organizations. On many dimensions, mini-school faculties showed greater positivity and greater statistically significant differences from regular high school staffs than did their independent alternative colleagues. (Author/JM)

0525 ED 132 231
WIS. World of Inquiry School.
Rochester City School District, N.Y.
Spons Agency—National Science Foundation, Washington, D.C.
Pub Date—76
Note—58p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Continuous Progress Plan, Educational Finance, *Elementary Schools, Financial Support, Flexible Progression, *Individualized Instruction, *Nongraded Instructional Grouping, *Nontraditional Education, Parent Participation, Program Evaluation, *School Organization, School Personnel, Schools, School Support, Teacher Education
Identifiers—*New York (Rochester), World of Inquiry School NY
The World of Inquiry School opened in September 1967 with an enrollment of 120 children accepted from the entire city of Rochester and Monroe County. By September 1973, enrollment had increased to 275. The school reflects major departures in educational attitudes, techniques and programs, with children being brought together from different educational, cultural, racial and ethnic backgrounds. One of the basic tenets followed at WIS is that chronological age is not the basic determiner of readiness for learning. Another implemented concept is that learning takes place best through active involvement, while greater interest in learning is stimulated through Inquiry and Discovery. Success is measured at WIS in terms of the children's excitement and enthusiasm for learning and their progress toward self-direction and responsibility for their own learning. The make-up of the school is 50 percent Caucasian and 50 percent minority. The following educational practices characterize WIS: (1) Learning is individualized for each child. (2) Each child is given the opportunity to progress at rates, and through routes, best suited to his needs and abilities. (3) Each child is provided with opportunities and environments conducive to inquiry and discovery. (4) Each child has continuous contact with a number of adults in a variety of environments. Urban parents are responding well to the WIS approach as evidenced by large waiting lists. (Author/JM)

0526 ED 132 689
Hooper, Richard
An Evaluation of the Community Education Program of Metropolitan Public Schools of Nashville-Davidson County, 1975-76. Report.
Nashville - Davidson County Metropolitan Public Schools, Tenn.
Pub Date—Aug 76
Note—92p.; Photos may not reproduce clearly; Report prepared by Department of Research and Evaluation, Metropolitan Public Schools, Nashville, Tenn
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrators, Community Education, Community Involvement, Community Organizations, *Community Schools, Educational Programs, Elementary Secondary Education, Participant Satisfaction, *Program Evaluation, *Questionnaires, *School Community Programs, School Community Relationship
Identifiers—*Nashville Davidson County Tennessee Schools
The results of the evaluation of the community education program of the Nashville-Davidson County (Tennessee) Metropolitan Public Schools are contained in this volume. Evaluation questionnaires were sent to participants in all seven Nashville-Davidson County community schools, as well as to school administrators and to community organizations using community school facilities. Although only 32 percent of the participants contacted responded to the questionnaire (most of these from one school), the evaluators conclude that this sample is representative of all community education participants. The percentages of response from administrators and community agencies were higher. Generally, the respondents gave the community education program high ratings. Four-fifths of the surveyed program participants said they planned to take part in other community education activities. A majority of the administrators believe that the program has improved school-community relations. (DS)

0527 ED 132 695
Kemp, Edith S.
Survey of Philadelphia High School Dropouts. 1974-75.
Philadelphia School District, Pa. Office of Research and Evaluation.
Report No.—R-7648
Pub Date—Jan 76
Note—28p.; Tables 9 through 11 may reproduce poorly due to print quality
Pub Type— Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Dropout Characteristics, *Dropout Research, *Dropouts, *Employment Level, Employment Statistics, Questionnaires, *School Surveys, Secondary Education, Tables (Data), *Urban Youth
Identifiers—Pennsylvania (Philadelphia)
This booklet contains a number of tables that summarize data on the employment and educational status of Philadelphia high school dropouts as of September 1975. Data for the survey were gathered through questionnaires completed by 1,306 individuals who dropped out of high school during the 1974-75 school year. Also included are several tables that compare data on 1974-75 dropouts with data from a similar survey conducted a year earlier. A sample of the survey questionnaire is included as well. Among its other findings, the survey revealed that 26 percent of the respondents were working, 20 percent were in school, 9 percent were in the Armed Forces, 42 percent were unemployed and looking for work, and 7 percent were unemployed and not looking for work. (JG)

0528 ED 132 703
Banta, Trudy W. And Others
Evaluation of the Knox County Extended School Year Program. Final Report.
Knox County Schools, Knoxville, Tenn.
Pub Date—Dec 76
Note—191p.; For related documents, see ED 106 949 and ED 123 757; Some tables will be illegible due to small print in original
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Academic Achievement, Administrator Attitudes, *Curriculum Development, Elementary Secondary Education, Enrollment, Extended School Year, Parent Attitudes, *Program Costs, *Program Evaluation, Student Attitudes, *Student Motivation, Summer Schools, Teacher Attitudes, *Year Round Schools
Identifiers—*Quinmester Program, Tennessee (Knox County)
The Knox County extended school year (ESY) program emphasized K-12 curriculum improvement. During the trial of the ESY scheduling and curriculum changes, there was an increase in English and social studies scores at the high school, an increase at all levels in the extent to which students perceived that individualization of instruction was taking place, no change in average daily attendance (even during the summer quinmester), a decline in the high school dropout rate, an increase in the use of library references, and an improvement in an already favorable attitude toward school at all levels. It was not possible to isolate the effects of ESY in these areas from the effects of other factors. However, the data indicate that ESY was certainly not a negative influence, and in some cases the effect appeared to be quite positive. Parents at all levels and many staff and administrators responded positively to the ESY changes. The planned three-year project was cut short after two years because school board members did not feel the extra expenditures associated with the summer quinmesters were justified for such a small proportion of the students (13 percent one summer, 11 the next). (Author/IRT)

0529 ED 132 710
Discipline in the Philadelphia Public Schools: A Working Document.
Philadelphia School District, Pa.
Pub Date—76
Note—63p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Discipline, *Discipline Policy, Discipline Problems, Elementary Secondary Education, *Guidelines, Parent School Relationship, *Principals, Student Responsibility, Student Rights, Student School Relationship, Suspension, Teachers
Identifiers—*Philadelphia School District PA
The purpose of the policies proposed in this guide is to improve discipline in the classrooms of the Philadelphia Public Schools. The guidelines emphasize the importance of parent and student cooperation in maintaining a livable environment in the schools. Student and parent rights and responsibilities are listed. The roles played by the principal and the professional staff (specifically, the teachers) in the discipline process are outlined. Suggested courses of action for principals and staff members to take when confronted with disruptive situations are described, along with the legal constraints and obligations faced by the school staff. The volume also deals with corporal punishment (and advises that its use is very hazardous and dubious), suspension and alternatives to suspension, and emergency situation procedures. (Author/DS)

0530 ED 133 144
Lorain, Sue Backman, Judi
Ecological Smorgasbord: A Balanced Reading Diet. [Project ECOLogy ELE Pak, Lorain & Backman Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—40p.; For related documents, see SE 021 438-478; Contains occasional light type
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Ecology, *Elementary Education, *Elementary School Science, *Environment, Environmental Education, *Instructional Materials, *Reading, Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. This material was basically designed to be used as an individualized reading kit for the intermediate grade student. The books in this kit readily lend themselves to a supplementary reading program as part of a science unit. Depending on a teacher's needs, this kit can be used for a whole class or for selected individuals. For each of approximately 20 books there is a short summary of the book, some possible conference questions for the teacher, and some student activities. (RH)

0531 ED 133 145
Northrop, Liz
Thoughts from You. [Project ECOLogy ELE Pak, Northrop Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—46p.; For related documents, see SE 021 438-478
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Creative Writing, *Ecology, *Elementary Education, *Environment, *Environmental Education, Grade 6, *Instructional Materials, Pollution, Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed to assist sixth-grade students to increase their awareness and appreciation of their environment, and to develop their thinking and feelings concerning it by using creative writing. It is recommended that the seven lessons be spaced over a time span of about four weeks. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluation activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0532 ED 133 146
Ross, Catherine
Round and Round It Goes: A Study of Ecological Cycles. [Project ECOLogy ELE Pak, Ross Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—52p.; For related documents, see SE 021 438-478
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Ecology, *Elementary Education, *Elementary School Science, *Environment, Environmental Education, *Instructional Materials, Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. This unit designed for third- and fourth-grade students, emphasizes cycles and focuses on the water, oxygen, and nutrient cycles. The eleven lessons in this unit are designed to take one-half to one hour each. Use of the extra activities would increase the time for most lessons. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0533 ED 133 147
Thorson, Michael Amoe, Ruth
Please Touch ... Touching Is Living - And Living Is O.K.! [Project ECOLogy ELE Pak, Thorsen-Amoe Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—23p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Action, Ecology, *Elementary Education, *Environment, *Environmental Education, *Instructional Materials, Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed to direct intermediate grade pupils to positive attitudes and actions in the preservation of their environment. The culminating activity is the construction and placement of positive ecology signs. The goals of this unit are to: (1) foster positive ecological attitudes; (2) become involved in community action; and (3) use elementary construction methods and tools. The time suggested for the unit is three weeks. (RH)

0534 ED 133 148
Weber, Lee
This Land Is Your Land. [Project ECOLogy ELE Pak, Weber Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—34p.; For related documents, see SE 021 438-478; Drawings may not reproduce well
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Earth Science, *Elementary School Science, *Environment, *Environmental Education, *Instructional Materials, *Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. The unit has been constructed for use by intermediate grade elementary school pupils. The seven lessons are designed to inform students about the land to develop a land ethic. The unit should be able to be completed in two to three weeks. The fifth lesson is a three hour field trip; the other lessons occur in the classroom and should take from one-half to one hour each. (RH)

0535 ED 133 149
Wright, Jan
It's All in the Air. [Project ECOLogy ELE Pak, Wright Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—21p.; For related documents, see SE 021 438-478
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary Education, *Elementary School Science, *Environment, Environmental Education, *Instructional Materials, Natural Resources, *Pollution, *Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for intermediate grade elementary school students. Emphasized in the units are air, the use of air, and air pollution. The seven lessons can be used consecutively or spaced throughout the year. Each lesson includes the concept of the lesson, materials needed, procedure, and evaluation activities. Some lessons include supplemental activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0536 ED 133 150
Wright, Jan
...About This Problem of Air Pollution... . [Project ECOLogy ELE Pak, Wright Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—23p.; For related documents, see SE 021 438-478; Contains occasional broken type
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Air Pollution, *Elementary Education, *Elementary School Science, *Environment, Environmental Education, *Instructional Materials, *Pollution, *Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public

Schools. The lessons in this unit are designed to help students discover causes, effects, and results of air pollution through involvement in various activities; it is recommended for intermediate grade elementary school pupils. The unit can be used independently, but it is recommended for use with or following the unit entitled "It's All in the Air." The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0537 ED 133 151

Edgar, Linda

Overpopulation Produces.... What Are We Going To Do About It? [Project ECOLogy ELE Pak, Edgar Pak]

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[76]

Note—63p.; For related documents, see SE 021 438-478; Dittos 1 and 7 have been removed due to copyright restrictions

Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Ecology, Environment, *Environmental Education, Geography, *Instructional Materials, *Overpopulation, Population Growth, *Population Trends, Science Education, *Secondary Education, *Units of Study

Identifiers—Elementary Secondary Education Act Title III

This unit is one of a series produced for environmental education programs by the Highline Public Schools. These materials are designed for use with junior high school students studying the concept of population, population trends, and problems created by changes in populations. The seven concepts in the unit take about three weeks to complete. The materials are most easily adapted to science or geography classes. Each lesson includes the concept of the lesson, materials needed, probable time for the lesson, procedure, evaluative activity, and suggested extra activities. Materials for making ditto masters are included. (RH)

0538 ED 133 152

Files, Tom

Conducting Environmental Assessment Of Your Local Community. [Project ECOLogy ELE Pak, Files Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[76]

Note—75p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Community Planning, *Environment, Environmental Education, *Instructional Materials, *Secondary Education, *Social Sciences, *Units of Study, Waste Disposal

Identifiers—Elementary Secondary Education Act Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for use by junior high school social studies students. Emphasis of the unit is on planning and conducting an environmental assessment of your local community. The unit contains ten lessons as well as supplementary printed materials. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0539 ED 133 153

Grim, Dale

From Rocks to Pots. [Project ECOLogy ELE Pak, Grim Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[76]

Note—25p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art, *Earth Science, Environment, Environmental Education, *Instructional Materials, *Secondary Education, *Units of Study

Identifiers—*Clay, Elementary Secondary Education Act Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for use by art classes at the secondary school level; it illustrates the availability of natural clay and provides the student with experiences such as digging the clay, locating desirable clays, preparing it for production, and the use of the material as a means for creating pottery. Seven lessons are included in the unit. The field trip portion of the unit requires location of a site to obtain clay. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0540 ED 133 154

Jensen, Melanie

Exponential Explosions! Today.... Tomorrow.... ? [Project ECOLogy ELE Pak, Jensen Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[76]

Note—41p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Environment, Environmental Education, *Instructional Materials, Mathematics, *Mathematics Education, Pollution, Population Growth, *Secondary Education, *Secondary School Mathematics, Units of Study

Identifiers—Elementary Secondary Education Act Title III, *Exponents

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for junior high school mathematics classes and emphasizes applications of exponents to problems of population growth and pollution. The nine lessons are designed for about eleven school days. Each lesson includes the concept of the lesson, materials needed, procedure, evaluation activities, and suggested extra activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0541 ED 133 155

Staudacher, Jack

The Drip Impact. [Project ECOLogy ELE Pak, Jack Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[76]

Note—88p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Conservation Education, Ecology, Environment, Environmental Education, *Instructional Materials, *Natural Resources, Pollution, Secondary Education, *Secondary School Science, *Units of Study

Identifiers—Elementary Secondary Education Act Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for senior high science classes. The primary emphasis of the material is on water, water analysis, and possible methods of watershed management; while the materials were designed for use in and around the Highline Public School District, the materials and ideas can be very easily adapted to any high school area. The suggested time for the unit is approximately three weeks. In addition to the lesson plans, there is a variety of reference materials and materials for transparencies. (RH)

0542 ED 133 156

Nelson, Judy

Ever Stop to Think Man's Survival Is Dependent on His Use of Food Resources? [Project ECOLogy ELE Pak, Nelson Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[76]

Note—24p.; For related documents, see SE 021 438-478; Contains occasional light type

Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conservation Education, Environment, Environmental Education, *Food, *Home Economics, *Instructional Materials, *Nutrition, *Secondary Education, *Units of Study

Identifiers—Elementary Secondary Education Act Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed for senior high school students who have a basic knowledge of nutrition and some experience in menu planning. The five lessons provide experiences in selecting, preparing, and storing foods to attain maximum nutrition with a minimum of food waste. Lessons are designed for the standard secondary school period of 45-60 minutes; the unit is designed to take about three weeks. Each lesson includes the concept of the lesson, materials needed, procedure, evaluation procedures, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0543 ED 133 157

Roush, Judy

Food: The Challenge to Manage. [Project ECOLogy ELE Pak, Roush Pak].

Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[76]

Note—58p.; For related documents, see SE 021 438-478; Contains occasional light and broken type

Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Consumer Education, Environment, Environmental Education, *Food, *Home Economics, *Instructional Materials, *Nutrition, *Secondary Education, Units of Study

Identifiers—Elementary Secondary Education Act Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for students at the senior high level who have a basic knowledge of nutrition, some experience in menu planning, and who are ready to put this knowledge of nutrition to work in selecting foods to attain maximum nutrition

with a minimum of food waste. The unit is designed to take about two weeks. (RH)

0544 ED 133 158
Schmidt, Linda
Natural or Organic Foods? [Project ECOLogy ELE Pak, Schmidt Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—36p.; For related documents, see SE 021 438-478
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Environment, Environmental Education, *Food, *Home Economics, *Instructional Materials, *Nutrition, *Secondary Education, Units of Study
Identifiers—Elementary Secondary Education Act Title III, *Natural Foods
This is one of a series of units for environmental education developed by the Highline Public Schools. The unit is designed for secondary students in home economics classes. The content of the units focuses on natural and organic foods, characteristics of the foods, and uses of the foods. The seven lessons in this unit are designed to last over a period of two to three weeks. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0545 ED 133 159
Thompson, Dennis W.
The Sky Is Falling: A Study Of Particulates... . [Project ECOLogy ELE Pak, Thompson Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—23p.; For related documents, see SE 021 438-478
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Environment, Environmental Education, *Instructional Materials, *Pollution, *Secondary Education, Units of Study
Identifiers—Elementary Secondary Education Act Title III, *Particulates
This is one of a series of units for environmental education developed by the Highline Public Schools. Designed for secondary school science classes, the unit is concerned with particulate matter of air pollution. Five lessons are included. The lessons include construction of equipment and collecting data. (RH)

0546 ED 133 160
Thompson, Dennis W.
Air Pollution: What You Can & Can't See. [Project ECOLogy ELE Pak, Thompson Pak.].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—21p.; For related documents, see SE 021 438-478
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Air Pollution, *Environment, Environmental Education, *Instructional Materials, *Pollution, *Secondary School Science, *Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. The unit on air pollution is designed for secondary school students in grades 7 through 12. There are five lessons in the unit, since some of the activities can take as long as 90 days, use of the materials needs to be carefully planned. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. (RH)

0547 ED 133 161
Muccilli, Kathie
Archaeology/Ecology. [Project ECOLogy ELE Pak, Muccilli Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—66p.; For related documents, see SE 021 438-478
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Anthropology, Archaeology, *Ecology, Environment, Environmental Education, *Instructional Materials, *Junior High School Students, *Sciences, *Social Studies, Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. This unit was written for seventh-grade students in anthropology. The six lessons and suggested activities will take from 15 to 30 days to complete. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0548 ED 133 162
Parr, Donald
Energy Futures... [Project ECOLogy ELE Pak, Parr Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—58p.; For related documents, see SE 021 438-478; Contains occasional light type
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Conservation Education, *Energy, Environment, *Environmental Education, *Instructional Materials, Junior High School Students, *Natural Resources, *Secondary School Science, *Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on energy is designed for junior high school science students. The 11 concepts of the unit have been developed into 11 lessons that should take from two to three weeks to complete. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggested additional activities. (RH)

0549 ED 133 163
Skidmore, Margaret
Anthropology - Ecology. [Project ECOLogy ELE Pak, Skidmore Pak].
Highline Public Schools, Seattle, Wash.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[76]
Note—36p.; For related documents, see SE 021 438-477
Available from—Highline Public Schools, Instructional Division, Project ECOLogy ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 ($2.50)
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Anthropology, *Ecology, *Environment, Environmental Education, *Instructional Materials, *Secondary Education, Units of Study
Identifiers—Elementary Secondary Education Act Title III
This is one of a series of units for environmental education developed by the Highline Public Schools. The unit may be used as an introduction to the study of anthropology, the influence of ecology on the study of anthropology, and an introduction to the physical school environment. For best results, it should be used at the beginning of the school year. Lesson No. 1 can be completed by any teacher at any schools. Lessons No. 2 and 3 will have to be modified to fit your particular school surroundings, but all notes, preparations, and test patterns can be followed as they are included here by substituting your school map and particular school information. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

0550 ED 133 382
Higgins, Paul And Others
Student Advisory Committees in Minneapolis Public Secondary Schools Participating in the 1974-75 Emergency School Aid Act Project. Report No. C-74-71.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Pub Date—May 76
Note—23p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advisory Committees, Federal Aid, Federal Programs, High Schools, Junior High Schools, Legal Responsibility, *Program Evaluation, Public Schools, *School Administration, School Districts, School Policy, *Secondary Schools, *Student Participation, Student Role, Urban Schools
Identifiers—*Emergency School Aid Act 1972, *Minnesota (Minneapolis)
During the 1974-75 school year, 11 Minneapolis public secondary schools formed Student Advisory Committees (SAC's) as one of the conditions of their receiving Federal desegregation funds under the provisions of the Emergency School Aid Act (ESAA). No ESAA funds were allotted for operation of the SAC's, however. The 11 schools with SAC's included eight junior highs and three senior highs. According to Federal ESAA regulations the SAC in each school was supposed to constitute a "true cross section" of the student body. The SAC was to serve as the students' voice in the improvement of school programs; including, for example, the reading and Counselor Aide programs funded under ESAA in Minneapolis. At the request of the Minneapolis ESAA Project Administrator, staff from the Minneapolis Schools' Research and Evaluation Department studied SAC membership and operation. This study answered two questions: (1) Did the SAC's follow Federal ESAA regulations during 1974-75? It was concluded that given the ambiguity of ESAA regulations and avoiding their literal interpretation, most of the schools made a good faith attempt to elect SAC's fairly representing their racial groups. However, 5 of the 11 SAC's were not elected by students. (2) How did the SAC's operate during 1974-75? It was found that each of the SAC's met once a month or more, on the average. The SAC's sponsored a variety of educational, social, and other activities. (Author/JM)

0551 ED 133 800
Fulfilling the Mission . . . A Program for Excellence, Efficiency and Effectiveness. Prospectus.
District of Columbia Public Schools, Washington, D.C.
Pub Date—Oct 76
Note—21p.; For related documents, see EA 009 020-023
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *Competency Based Education, Curriculum Development, *Educational Objectives, Educational Policy, Elementary Secondary Education, *Organizational Change, *Program Descriptions, *Program De-

velopment
Identifiers—*District of Columbia Public Schools
This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume is a prospectus that provides an overview of the goals, priorities, and strategies for the entire program and briefly describes the content of the other four volumes. Most of the prospectus consists of two detailed charts that outline the major tasks to be accomplished during the program and allocate the primary responsibility for different tasks among the district's eight administrative divisions and offices. (JG)

0552 ED 133 801
Fulfilling the Mission . . . A Program for Excellence, Efficiency and Effectiveness. Volume I. A Design for Competency Based Curriculum. Pre-Kindergarten-Grade Twelve.
District of Columbia Public Schools, Washington, D.C.
Pub Date—Oct 76
Note—132p.; For related documents, see EA 009 019-023
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Behavioral Objectives, *Competency Based Education, *Course Objectives, *Curriculum Design, Elementary Secondary Education, *Models, Program Descriptions, Task Performance
Identifiers—*District of Columbia Public Schools
This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume focuses on the curriculum design and presents the sequence of behavior tasks that students are expected to perform from the prekindergarten level through grade 12. It also identifies the various skills students need in order to perform these desired tasks. Most of the booklet outlines the general educational objectives for different curricular areas and lists specific performance tasks for students at each instructional level. (JG)

0553 ED 133 802
Fulfilling the Mission . . . A Program for Excellence, Efficiency and Effectiveness. Volume II. A Design for the Delivery of Educational Services.
District of Columbia Public Schools, Washington, D.C.
Pub Date—Oct 76
Note—30p.; For related documents, see EA 009 019-023
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Administrative Organization, *Competency Based Education, Curriculum Development, *Delivery Systems, Diagrams, Elementary Secondary Education, *Models, Program Descriptions
Identifiers—*District of Columbia Public Schools
This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume outlines a design for the delivery of educational services that was developed to facilitate the implementation of that curriculum. Emphasis of the booklet is on the different objectives and functions of the delivery system and on the organizational and functional relationships between district personnel that form the framework of the delivery system. (JG)

0554 ED 133 803
Fulfilling the Mission . . . A Program for Excellence, Efficiency and Effectiveness. Volume III. The Organizational Schema.
District of Columbia Public Schools, Washington, D.C.
Pub Date—Oct 76
Note—21p.; For related documents, see EA 009 019-023
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Organization, *Change Strategies, *Competency Based Education, Curriculum Development, Diagrams, Educational Administration, Elementary Secondary Education, Models, *Organizational Change, *School Districts
Identifiers—*District of Columbia Public Schools
This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume outlines an organizational schema for the district that is intended to facilitate effective implementation and evaluation of that curriculum. This schema calls for (1) realignment of the central administration in order to improve the delivery of services to local schools, (2) realignment of administrative regions within the district to ensure more equitable distribution of responsibilities and resources, (3) use of uniform nomenclature in developing organization charts for the central administration and regional units, and (4) examination of existing patterns of community involvement and development of a comprehensive community involvement plan. In addition to discussing each of these steps, the booklet also presents a detailed performance schedule for implementation of the complete organizational schema. (JG)

0555 ED 133 804
Fulfilling the Mission . . . A Program for Excellence, Efficiency and Effectiveness. Volume IV. Planning-Part I. Research and Evaluation-Part II.
District of Columbia Public Schools, Washington, D.C.
Pub Date—Oct 76
Note—21p.; For related documents, see EA 009 019-022
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Competency Based Education, Curriculum Development, Elementary Secondary Education, Evaluation Methods, *Program Descriptions, *Program Development, *Program Evaluation
Identifiers—*District of Columbia Public Schools
This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume consists of two separate parts that focus in turn on the role of the district's Division of Planning and on the role of the Division of Research and Evaluation. Part 1 reviews the history of the Division of Planning and briefly outlines its part in the program, and part 2 briefly discusses six major tasks planned by the Division of Research and Evaluation in connection with the program. (JG)

0556 ED 133 911
Eismann, Donald And Others
Schools and Neighborhoods Research Study: Phase Two-School District/City Relationships.
Seattle Public Schools, Wash.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Dec 76
Grant—NIE-G-75-0026
Note—215p.; Some tables may not reproduce clearly due to small print size; For related documents, see EA 009 185-189
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*Agency Cooperation, *City Government, Educational Planning, Elementary Education, Planning, Policy Formation, *Program Development, *Public Policy, *School Districts, Urban Planning
Identifiers—Schools and Neighborhoods Research Project, *Seattle Public Schools WA, *Washington (Seattle)
The objectives of this phase, Phase 2, of the Schools and Neighborhoods Research Study were designed to yield research that would lead to action. The overall goal of improving communication and cooperation between the city, school district, and Seattle citizens was the basic consideration. The following were the objectives of this phase: to document the separate jurisdictional powers and responsibilities of the Seattle School District No. 1 and the Seattle municipal government; to identify and document city and school district fiscal, policy, and program planning processes; to select areas for development of planning and administrative coordination of policies and procedures, examine existing planning processes and administrative procedures in areas chosen for indepth study, and identify present provisions for city/school interface; and, based on the interface gaps identified in the first three objectives, to draft recommended modifications, and additions to the planning process or administrative procedure under study and develop joint city/-school district policy governing the proposed changes. (Author/IRT)

0557 ED 133 913
Schools and Neighborhoods Research Study: Neighborhood Impact Study. Final Report.
Seattle Public Schools, Wash.; Washington Univ., Seattle. Bureau of School Service and Research.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—1 Aug 76
Note—351p.; Some graphs and attachments may not reproduce clearly; For related documents, see EA 009 185-189
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—*Community Surveys, *Crime, Demography, Elementary Education, Enrollment Trends, *Property Appraisal, *School Budget Elections, *School Closing, Tables (Data)
Identifiers—Schools and Neighborhoods Research Project, *Seattle Public Schools WA, *Washington (Seattle)
The general thrust of this report is to examine the impact of school closures on the following clusters of variables: population and land use trends-including changes in age structure, birthrates, racial composition, social and economic characteristics, demolitions and new structures, and occupancy rates in residential and commercial structures; school enrollment changes-including analysis of student mobility immediately following closure; residential property values-including physical characteristics of housing; crime and fire rates; school support by local citizens as measured by local election results; and general quality of neighborhood life-including daily activity patterns, recreational behavior of residents, and community reaction to closure decisions. Because of the widely different data sources and methodologies required to examine the variable clusters, the findings are presented according to variable clusters rather than by school neighborhoods. Certain of the summary data relating to the six clusters are included in the text; additional data has been included in attachments to the report. (Author/IRT)

0558 ED 134 671
Morley, Anthony J.
Southeast Alternatives; Final Report-1971-1976.
Minneapolis Public Schools, Minn.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Jul 76
Contract—NE-C-00-3-0280
Note—235p.; For an earlier report see ED 092 433
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Community Education, Community Schools, *Experimental Schools, Nongraded Instructional Grouping, *Nontraditional Education, Open Education, Parent Participation, Parent School Relationship, *School Organization, Schools
Identifiers—*Southeast Alternatives
The result of a five year project on alternative schools within the public school system of Minneapolis, Minnesota, this report provides a complete description of the project from the pre-planning and proposal stage through the final evaluation. The program was implemented in the Southeast area, a community consisting of several communities with different racial and socio-economic characteristics. It involved four K-6 alternative schools: a contemporary school, an open school, a continuous progress school and a free school. It also had one high school which offered options in school programs. All the schools emphasized cooperation between parents, administrators and teachers. Parent participation and community education were major components of the program. Since the five year federal project has ended, the local school board has voted to continue alternative education for all students in Minneapolis schools. (Author)

0559 ED 135 832
Faunce, R.W. Walen, Tracey
The Minneapolis Accountability Project: 1972-1976. Final Report.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Pub Date—Jan 77
Note—79p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Accountability, Advisory Committees, *Citizen Participation, *Community Involvement, Discipline, *Educational Programs, Program Effectiveness, *Program Evaluation
Identifiers—*Minneapolis Accountability Project, Minnesota (Minneapolis)
The Minneapolis Accountability Project was an effort of the Minneapolis Public Schools to provide greater accountability to the public by helping citizens evaluate school programs. Citizens' study groups were provided with staff to help them in a year-long study of a topic selected by a citizen's advisory board. Study committees met weekly throughout the school year and made recommendations to the school board in the spring. Followup activities sought to promote implementation of the recommendations. The project operated from September 1972 through June 1976 and produced six studies: Pupil Progress Reporting, Use of Teachers' Skills, Basic Skills, Curriculum Development Procedures, Community Participation, and School Discipline. This report summarizes the project's four years. Emphasis is placed on the final year since the first three years have been described in earlier reports. An attempt is made to assess the project's impact. Participants were surveyed, study committee chairpersons assessed their committee's impact, state and local school officials gave their views, and newspaper reports of the project were reviewed. An independent evaluator hired by the state evaluated the project. Finally, an estimate of the status of the 95 recommendations made by study committees is given. Reactions of participants, the press, the state funding agent, the independent evaluator, and the superintendent were favorable. However, implementation of recommendations varied with the topic, and committee chairpersons' views reflected this variation. All chairpersons, however, felt the Accountability Project itself was worthwhile. (Author/RC)

0560 ED 135 926
Bertoldi, Arthur R.
Remediation for Auxiliary Service Students; Evaluation Period, School Year 1974-1975.
New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
Pub Date—75
Note—29p.; New York City Board of Education Function No. B/E 09-59680. The Appendix is not reproducible due to marginal legibility of the original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Career Counseling, *Dropout Programs, *High School Equivalency Programs, *High School Students, *Remedial Mathematics, *Remedial Reading, Secondary Education
Identifiers—*Auxiliary Services for High Schools, Elementary Secondary Education Act Title I, *New York (New York)
This report presents a description and evaluation of the Auxiliary Services Program. This program provided counseling, remedial math and remedial reading instruction, and high school equivalency study to Title I students who were two or more years below grade level. Eleven day and evening centers located in various boroughs in New York participated. The evaluation consisted of a comparison between pre and post test scores achieved on the Metropolitan Achievement Test in reading and on the New York State Arithmetic Computation Test in Mathematics. In addition students' scores on alternate forms of these test were obtained at various points during the program. High school grade levels at the time of enrollment were noted and a detailed account of attendance records was also maintained. Among the major findings of the evaluation are the following: 1) although monthly and daily attendance patterns were flexible, the average student attended school for five and one half months or 54 days of instruction, 2) both remedial programs produced statistically significant achievement growth. (Author/AM)

0561 ED 136 020
Hood, Theresa W. Thompson, Christopher W.
An Operational Blueprint for Health Career Education and Training Program. Final Report.
District of Columbia Public Schools, Washington, D.C.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—VO299VZ
Pub Date—30 Jun 76
Grant—OEG-0-74-1652
Note—85p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Agency Cooperation, Allied Health Occupations, *Allied Health Occupations Education, Career Choice, *Career Counseling, *Career Education, Career Exploration, Career Planning, Comprehensive Programs, *Curriculum Development, Developmental Programs, Disadvantaged, Educational Administration, Educational Objectives, Employment Qualifications, *Management Information Systems, Minority Groups, *Models, Postsecondary Education, Program Descriptions, Program Development, Secondary Education, Vocational Education
Identifiers—District of Columbia
An operational blueprint for health career education and training was designed to provide the District of Columbia public schools with a documented strategy for implementing a comprehensive, multifocal health careers program. The blueprint will establish a mechanism for interagency communication and cooperation at all levels, involving all aspects of health career education and training; establish a framework for identifying individual black, minority, and disadvantaged youth early in their secondary education in order to assist them in exploring careers in the health services field; and delineate the scope of counseling and related supportive services required to assist those students making a health career choice to successfully complete the selected career training and/or educational program. This report describes the development of the operational blueprint, emphasizing management functions related to implementation of health career education and training. Other components delineated include needs assessment, education and training, and student recruitment and counseling. The appendix briefly outlines criteria for certification for the following occupations: Dental assistant, dental laboratory technician, nurse aide, orderly, ward clerk, dietary aide, electrocardiograph technician, licensed practical nurse, certified laboratory assistant, prosthetist and orthodontist technician, physical therapist aide, and medical secretary. (TA)

0562 ED 136 377
Blanchard, Paul D. Kline, Robert L.
The Importance of Regionalism in the Decision-Making Style of Local Boards of Education.
Pub Date—Mar 77
Note—23p.; Paper presented at the "Conference on the Urban South: Perspectives and Retrospectives" (Charleston, South Carolina, March 25-26, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitudes, *Board Administrator Relationship, *Boards of Education, *Conflict, *Decision Making, Elementary Secondary Education, Females, Geographic Regions, Political Influences, *Superintendents, Tables (Data)
Identifiers—Regionalism, *United States (South)
This study examines some of the characteristics of decision-making on school boards, focusing on the behavior of southern school board members in comparison with their counterparts in other regions of the country. Data were collected in 1975 at the convention of the National School Boards Association (NSBA). Self-administered questionnaires were randomly distributed by the NSBA staff members to board members and superintendents. This procedure generated a sample of 1,091 school board members and 116 superintendents. Three areas of board decisional behavior are studied–representation and representativeness, including the degree of representation of women on the board and whether the members of the boards view themselves as representatives or trustees and whether they view the board as more like a corporation board or like a legislature; accessibility to groups and the public; and the decision-making style of the board. The latter topic is concerned with two broad areas–whether the superintendent or the board is dominant and whether the board is bipolar, unipolar, nonpolar, or concealed in its decisional conflicts. Generally, school board politics in the South is different from that found in other regions in several important ways. (Author/IRT)

0563 ED 136 497
Dade County Procedures for Providing Special Education for Exceptional Students.
Dade County Public Schools, Miami, Fla. Div. of Elementary and Secondary Education.
Pub Date—Apr 76
Note—346p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Administration, *County Programs, *Due Process, Exceptional Child Education, *Handicapped Children, Program Descriptions, *Program Guides, *Special Education
Identifiers—*Florida (Dade County)
Described are procedures and policies of the Dade County Florida Public Schools regarding special education. Considered are nine basic areas: philosophy of the program (including an organizational chart and description of the case staffing procedure), due process guidelines (including review procedures and exclusion), contractual services (such as contracts with nonpublic schools), facilities, statistics covering programs and students, in-service education, federal programs, special state programs, and procedures for providing 12 county programs (including programs for the educable and trainable mentally retarded, the speech and language impaired, and the socially maladjusted). Suggested forms are included throughout the document. (CL)

0564 ED 136 595
Augmenting Reading Skills through Language Learning Transfer.
Indianapolis Public Schools, Ind.
Spons Agency—Indiana State Dept. of Public Instruction, Indianapolis.; Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 66
Note—542p.; For related document, see Ed 135 218 ; Best Copy Available
Pub Type— Reports - Research (143)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—Audiovisual Aids, Class Activities, Classical Languages, Classical Literature, Cultural Education, Curriculum Development, Educational Games, Elementary Education, *English, English Instruction, Fables, *Fles, Instructional Materials, Intermediate Grades, Language Instruction, Language Role, Language Skills, Language Tests, *Latin, Latin Literature, Mythology, Reading Comprehension, *Reading Skills, *Second Language Learning, Semantics, Spelling, Teacher Developed Materials, Teaching Methods, *Vocabulary, Word Recognition
Identifiers—Elementary Secondary Education Act Title III
This document is the syllabus of a Latin course developed by the Indianapolis Public Schools for elementary school children, based on the Latin FLES materials of the Philadelphia Public Schools. The program is based on the theory that the study of a second language will increase the student's understanding and control of his native tongue. The general objectives of the program are to assess whether the study of Latin and classical civilization will expand the verbal functioning of sixth grade children in English, broaden their cultural horizons through a contrastive study of the past, and stimulate an interest in humanities through this innovative approach. This packet of materials contains daily lesson plans, each developed for a thirty minute class, corresponding to each individual unit. Most lesson plans begin with some form of Latin and oral drill, progress to the introduction of the English target words, and follow with concentrated drill of these words. Lessons are often concluded with a short game or a passive exercise. (Author/CFM)

0565 ED 142 777
Career Education Resource Units, Grade: 1.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Note—99p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Grade 1, Integrated Curriculum, *Learning Activities, Primary Education, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Unit Plan, *Units of Study
The units contained in the guide are intended primarily as resource materials to assist grade 1 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Twelve units relate to social studies and are titled Beginning Map Skills, The Community Newspaper, Environmental Control, Hospitality and Recreational Services, I Need My Family-My Family Needs Me, I Need My Neighbor-My Neighbor Needs Me, I Need My School-My School Needs Me, Loco-Global Communication and Transportation, Me, Our Parents As Community Helpers, The School Community, and Self-Awareness. Four science-related units are also included: Careers in Marine Occupations, Environmental Control, Let's Go to the Zoo, and Nutrition. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

0566 ED 142 778
Career Education Resource Units: Grade 2.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Note—155p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type— Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Grade 2, Integrated Curriculum, *Learning Activities, Primary Education, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Unit Plan, *Units of Study
The units contained in this guide are intended primarily as resource materials to assist grade 2 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Eighteen units relate to social studies and are titled Airport, Career Awareness, Community Helpers, Environmental Control, Factories, Getting Ready to Take a Trip, Health and Safety, Hospitality and Recreational Services, How People Help Me in the Community, How We Get There, India, Japan, Jobs Our Parents Do, Local and Global Communication and Transportation, Main Street-U.S.A., Places to Stay and Eat, "Ride 'Em Cowboy!", and Transportation and Communication. Four science-related units are also included and cover space exploration, dental care, marine occupations, and nutrition. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

0567 ED 142 779
Career Education Resource Units: Grade 3.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Apr 76
Note—181p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type— Guides - General (050)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Elementary School Mathematics, Grade 3, Integrated Curriculum, Language Arts, *Learning Activities, Map Skills, Natural Resources, Primary Education, Recreation, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Tourism, Transportation, Unit Plan, *Units of Study
Identifiers—Delaware
The units contained in this guide are intended primarily as resource materials to assist grade 3 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. There are 2 units relating to language arts (covering letterwriting and newspapers), 21 units relating to social studies (covering self-awareness, the community, the school, transportation, the environment, and the family), 6 science-related units (covering marine occupations, conservation, electricity, nutrition, photography, and water), and 1 unit relating to mathematics (money). Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. (TA)

0568 ED 142 780
Career Education Resource Units: Grades 4.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Apr 76
Note—224p.; For related documents see ED 122 041 and CE 011 889-896. Several pages may not reproduce well due to faint type
Pub Type— Guides - General (050)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Geography, Grade 4, Integrated Curriculum, Intermediate Grades, *Learning Activities, Map Skills, Nutrition, Recreation, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Tourism, Transportation, Unit Plan, *Units of Study
Identifiers—Delaware
The units contained in this guide are intended primarily as resource materials to assist grade 4 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. Fourteen units relate to social studies and cover map skills, regions of the United States (plains, mountain, coastal, and desert), careers in Delaware, the clothing industry, hospitality and recreational services, and communication and transportation. Six science-related units cover nutrition (two units), natural resources, environment, sound, and marine occupations. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

0569 ED 142 781
Career Education Resources Unit: Grade 5.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—May 76
Note—209p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type— Guides - General (050)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—*American History, Behavioral Objectives, Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary School Curriculum, Grade 5, Industry, Integrated Curriculum, Intermediate Grades, Language Arts, *Learning Activities, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Student Evaluation, Teacher Developed Materials, Unit Plan, *Units of Study
Identifiers—United States
The units contained in this guide are intended primarily as resource materials to assist grade 5 teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career educa-

tion and an outline of goals for elementary career awareness. There is 1 unit relating to language arts (listening skills), 19 units which relate to social studies (with emphasis on the development of the United States as a nation and covering the areas of student self-awareness, the community, industry, the school, transportation, the environment, and the family), and 5 science-related units (physics, environmental control, biology, marine occupations, and nutrition). Each unit contains the following: An overview, content outline, unit objectives, and unit description (which provides criterion referenced objectives, learning activities, and a list of materials). Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

0570 ED 142 782
Career Education Resource Units: Grade: Special Programs.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Mar 76
Note—138p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type— Guides - General (050)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, *Criterion Referenced Tests, Curriculum Guides, Elementary Education, Elementary School Curriculum, *Fine Arts, Humanities, Individual Development, Integrated Curriculum, *Learning Activities, Learning Laboratories, Physical Education, Primary Education, *Resource Centers, Resource Materials, Resource Units, Self Concept, Special Education, Teacher Developed Materials, Unit Plan, Vocational Education

The units contained in this guide are intended primarily as resource materials to assist elementary school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for elementary career awareness. The units are designed to be appropriate for multigrade activities, from kindergarten through grade 5. There are 21 units relating to the fine arts (art, music, theater), 7 units relating to physical education, 4 units relating to special education (listening and speaking skills, personal health, self-awareness, and the resource classroom as a laboratory in vocational training), and 9 units relating to career centers. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. A list of unit authors and their schools concludes the guide. (TA)

0571 ED 142 783
Career Education Resource Units. Middle School: Vol. I.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—218p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type— Guides - General (050)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Education, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Elementary School Mathematics, Fine Arts, Humanities, Integrated Curriculum, Intermediate Grades, Language Arts, *Learning Activities, Middle Schools, Occupational Clusters, Physical Education, Resource Materials, Resource Units, *Science Curriculum, Self Concept, *Social Studies, Teacher Developed Materials, Unit Plan, *Units of Study, Vocational Education

The units contained in this guide are intended primarily as resource materials to assist middle school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for middle school career awareness. There are 8 units relating to mathematics, 9 science-related units, 19 units relating to social studies, 2 units relating to language arts, and 1 unit relating to health and physical education. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. Units are listed according to career clusters, and a list of unit authors and their schools concludes the guide. (TA)

0572 ED 142 784
Career Education Resource Units. Middle School: Vol. II.
Newark School District, Del.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—76
Note—286p.; For related documents see ED 122 041 and CE 011 889-896
Pub Type— Guides - General (050)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, Career Education, Career Exploration, *Criterion Referenced Tests, Curriculum Guides, Elementary School Mathematics, Fine Arts, Health Education, Home Economics, Humanities, Integrated Curriculum, Intermediate Grades, *Language Arts, *Learning Activities, Middle Schools, Occupational Clusters, Physical Education, Practical Arts, Recreational Activities, Resource Materials, Resource Units, Science Curriculum, Self Concept, *Skill Development, *Social Studies, Teacher Developed Materials, Unit Plan, *Units of Study, Vocational Education, Vocational Interests

The units contained in this guide are intended primarily as resource materials to assist middle school teachers in identifying units into which career awareness concepts can be infused and also in identifying instructional activities that correlate basic skills and career education objectives. Introductory information includes a definition of career education and an outline of goals for middle school career awareness. There are 5 units relating to mathematics, 1 science-related unit, 9 units relating to social studies, 17 units relating to language arts, 12 units relating to health and physical education, 13 units relating to the fine arts, 10 units relating to the practical arts, 9 units relating to home economics, and 7 units relating to leisure activities. Each unit contains the following: An overview, content outline, unit objectives, and unit description, which provides criterion referenced objectives, learning activities, and a list of materials. Materials listed are teacher references, children's books, study prints, kits, films, filmstrips, records and songs, and classroom materials and equipment used in the activities. Additional evaluation suggestions are included for some units. Units are listed according to career clusters, and a list of unit authors and their schools concludes the guide. (TA)

0573 ED 142 859
Lewis, Laura P. Tanner, James R.
Model Allied Health Professions Counseling Program Guide for Secondary Schools.
Cleveland Public Schools, Ohio.
Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.
Pub Date—77
Contract—HRA-231-75-0215
Note—82p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Allied Health Occupations Education, Career Guidance, *Career Planning, *Counseling Services, *Curriculum Development, Educational Counseling, *Guidance Programs, Program Guides, *Secondary Education, Secondary School Students, Student Personnel Services

The purpose of this project is to develop and test a model secondary school counseling program emphasizing allied health professions careers. This high school program developer and counselors Guide Book and Resource Kit are produced here to assist secondary schools in their efforts to systematically improve curricular experiences for increased numbers of high school learners. Definitive information about allied health careers, in addition to course of study, are presented here as learning tools for use by counselors and teachers to provide exploratory and informative experiences for their students. This model program was tested, implemented and evaluated in both Cleveland, Ohio and New Orleans, Louisiana simultaneously. Teaching and counseling content and techniques were tried out with diverse economic and racial groups. Suggestions in the course of study include lectures, demonstrations, field observations, surveys, other techniques and technical content synthesized from experiences of health practitioners, high school and college instructors, counselors, administrators and admissions officers. Helpful learning hints are offered in the Resource Kit for educators, such as mathematics and science teachers and non-allied health counselors, so that they may integrate allied health fields awareness into their teaching plans. With successful completion of this program students will have adequate knowledge and experience about allied health careers to make career selections. (Author)

0574 ED 143 122
Title IX: Questions, Answers and Comments.
Los Angeles Unified School District, Calif.
Pub Date—Aug 76
Note—76p.; For a related document, see EA 009 768
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Athletics, Awards, Courses, Educational Facilities, *Elementary Schools, Elementary Secondary Education, Employment, Extracurricular Activities, *Federal Legislation, Guides, *Nondiscriminatory Education, Physical Education, *Secondary Schools, *Sex Discrimination, Student Organizations, Textbooks
Identifiers—*Los Angeles City Schools CA, *Title IX Education Amendments 1972

This guide is intended to answer questions from parents, students, community members, and school staff members concerning the Title IX requirement that schools provide equal educational and employment opportunity for both sexes. Compiled for the Los Angeles Unified School District, the answers and comments contained in this paper are potentially valuable to other school districts as well. The major areas covered include student activities, athletics, student organizations, courses, student and staff employment, school facilities, student awards and honors, physical education, and textbooks and instructional materials. Also discussed are counseling materials and practices, student dress codes, student records, sex education, discipline, scholarships, pregnant students, and grievance procedures. (Author/DS)

0575 ED 143 229
Alston, Herbert L.
Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report. Estimates of Personnel Needed and Costs of HISD Bilingual Education Programs.
Houston Independent School District, Tex.
Pub Date—4 Mar 77
Note—39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Bilingual Education, Cost Effectiveness, *Cost Estimates, Educational Finance, Educational Legislation, *Educational Needs, Educational Planning, Models, *Personnel Needs, *Program Costs, *School Personnel

The general purpose of this project (Title IV-C Pilot Program: An Educational Needs Projection

Model) is to develop procedures for forecasting the personnel needed by the school district for a five-year period in response to current and expected legislation, changing student population, etc. During the first project year, 1976-77, emphasis is placed on forecasting the personnel needed for mandated bilingual education programs. This report summarizes the "Bilingual Education Cost Analysis," by Cardenas, Bernal and Kean (1976 a, 1976 b); presents a cost analysis of the Houston ISD bilingual education programs based on existing programs; presents initial estimates of personnel needs and costs for the Houston Independent School District; discusses the use of these estimates in an Educational Needs Projection Model; and includes two appendices, one comparing the Cardenas et al and the Alston bilingual education cost analyses, and the second on the ENP models. (Author/AM)

0576 ED 143 435

Lukshus, Anne M.

Follow Through Pupil Absence Rates in Philadelphia, 1974-1975. Report No. 7701.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jun 76

Grant—OEG-G-007502171

Note—63p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 461-462

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Attendance, *Attendance Patterns, Attendance Records, Comparative Analysis, *Compensatory Education, *Demonstration Programs, *Early Childhood Education, Early Experience, Program Evaluation, Truancy

Identifiers—Pennsylvania (Philadelphia), *Project Follow Through

Absence data from the Follow Through program in 18 Philadelphia public schools over the 1974-75 school year are presented according to grade, model and total program. The report, covering grades K-3, examines both overall absence patterns and differences in absence patterns of pupils with and without previous Head Start or equivalent experience. From a frequency distribution of data obtained, six absence intervals were established, ranging from no absences to more than 75. The six intervals were recorded for the total population (ALL) and two subgroups: pupils with previous Head Start or equivalent experience (HS) and those without such exposure (NHS). Across models, absence rates at every grade level were lower for HS pupils and higher for NHS students, as compared to ALL pupils. Within individual models, the difference between HS and NHS pupil absenteeism was notable, frequently 20 or more percentage points in favor of the HS group. HS pupil attendance rates were significantly better than NHS rates of all grade levels in four of the seven models, at three grade levels in one model, and at two grade levels in two models. Model programs were: EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent. Tables and graphs comprise approximately half of this report. (Author/BF)

0577 ED 143 436

Lukshus, Anne M.

Continuance and Transience Among Teachers and Pupils in the Follow Through Program in Philadelphia, 1971-1975. Report No. 7709.

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jul 76

Grant—OEG-G-007502171

Note—51p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 460, PS 009 462

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Comparative Analysis, *Compensatory Education, *Demonstration Programs, *Early Childhood Education, *Faculty Mobility, Program Evaluation, *School Holding Power, *Student Mobility, Student Teacher Relationship

Identifiers—Pennsylvania (Philadelphia), *Project Follow Through

This report on Follow Through teacher and pupil retention in 18 Philadelphia public schools presents continuance-transience data for the school years 1971-72 through 1974-75. Data are summarized by program model and by total program, with teacher numbers and percentages for each model aggregated by grade (K-3) as well. There were 350 teachers assigned to the Follow Through program during the four-year span who remained at least five months in each year after assignment; of these, 59% continued through 1974-75. Of the 7,936 pupils entering the program during the four years and remaining at least five months in their initial year, 64% continued through 1974-75. Pupils with Head Start or equivalent experience continued in the program at a significantly higher rate than non-Head Start children, in both total program and individual models. Of the seven program models–EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent–the Philadelphia Process model had the highest teacher-retention rate (73%), while the Florida Parent model showed most teacher mobility (46%). Highest continuance rates for all pupils were consistently found in the Bank Street model, with the Florida Parent and Bilingual models showing most pupil mobility. It is concluded that (1) the teacher retention rate is sufficiently high to ensure continuity of treatment, and (2) pupils remain in the program over a sufficient amount of time to receive its planned benefits. (Author/BF)

0578 ED 143 561

Career Motivati[illegible] Activities Guide, 4th through 6th Grade.

Toledo Public Schools, Ohio.

Pub Date—75

Note—180p.; Best copy available

Pub Type— Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Activity Units, Affective Objectives, *Career Awareness, Career Development, *Career Education, Career Guidance, Career Planning, Curriculum Guides, Decision Making, Educational Objectives, Elementary Education, Goal Orientation, Grade 4, Grade 5, Grade 6, Grade 7, Interdisciplinary Approach, Language Arts, Learning Activities, Sciences, Self Concept, *Skill Development, *Social Studies, Special Education, Student Motivation, *Units of Study

The activities guide is intended primarily to assist teachers in grades 4-7 in teaching career awareness concepts. Instructional activities correlate basic skill and career education objectives. The 29 units cover topics related to social studies (self-awareness, the community, the school, transportation, the environment, family roles, economic concepts, advertising, and politics) and science (nutrition, food production, and physiological functions). Material from the fields of art, language, math, and home economics is also incorporated into the units. The final chapter presents career awareness activities and materials for special students in multiple grade levels. Topics include family roles, the rewards of work, accepting emotions, manners, and salaries. Each unit contains the following: grade level designation, area of interest, subject area, title, developmental and behavioral objectives, concepts, activities, media and materials, and evaluative comments by teachers who have previously used the unit. Materials listed are filmstrips, possible class speakers and topics, demonstration paraphernalia, classroom equipment, children's books, study prints, and miscellaneous materials used in the activities. Supplementary materials include grooming pointers, information on selling oneself to an employer, personal data sheet, and a sample employment form. (Author/DB)

0579 ED 143 801

A Guide for Counselor Involvement in Pre-Employment and Placement Activities.

Akron-Summit County Public Schools, Ohio. Job Placement Dept.

Pub Date—[77]

Note—145p.; Best copy available

Available from—Akron-Summit County Public Schools Job Placement Department, 482 Grant Street, Akron, Ohio 44311 ($10.00)

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Career Counseling, *Career Development, *Career Guidance, Data Collection, Employment Opportunities, Guides, High School Graduates, *Job Placement, Job Training, Occupational Information, *Program Development, Resource Materials, School Counselors, Secondary Education, Secondary School Students, Student Placement, Vocational Followup

Procedures, practices, and materials contained in this guide for counselors have been field tested and successfully used in a variety of school settings. The guide has two major sections. The first section deals with the development of the original project and includes discussion of student needs assessment, staff assessment, and establishing priorities/meeting needs. The second section deals with the four components of the placement process, covered separately with accompanying field tested practices, procedures, and materials. Components are (1) data (student data, community resources, career resource file, employer data, post-high school training and education, and resource center), (2) preparation (pre-employment preparation, job seeker errors, attitude and employability, a practitioner's point of view, pre-employment materials, developing a mini-unit format, post-high school training and education, summary of preparation and exploration program, approaches for the infusion of activities), (3) placement (telephone procedures, the job order form, the job match, referral process, job development), and (4) follow-up. Appendixes contain a personal needs survey form, follow-up survey, sample student data collection forms, sample for recording employer data, and a sample employer job order form. (TA)

0580 ED 143 816

General Business for Economic Awareness. Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.

Pub Date—77

Note—161p.; Pages 82 and 83 (containing a crossterm puzzle) were copyrighted and therefore removed; They are not included in the pagination

Pub Type— Guides - General (050)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Behavioral Objectives, *Business Education, Consumer Economics, *Consumer Education, Curriculum Guides, *Daily Living Skills, *Learning Activities, Money Management, Secondary Education, Skill Development

Designed to assist secondary teachers of general business courses, this guide suggests student objectives, content, and activities as a point of departure for teaching general business particularly, as it relates to economic awareness. Eleven instructional units are included: Business All Around Us; Finding Information; Career Exploration; Money; Planning and Spending Income; Banking Services; Investment Opportunities; Taxes, Insurance, Filing Information, Citizenship, Legal Relations, and Government Regulations; and Using Communication, Transportation, and Travel. In addition to the specific objectives, related content, and suggested student activities (which are presented in a three-column format), each unit includes overall objectives and a suggested vocabulary. Brief information on job families (or clusters) and a bibliography of audiovisual and other materials are appended. (SH)

0581 ED 144 167

Andes, John Paterson, John J.

A Revisitation of Delphi Forecasts: Organizational Changes in Large School Districts.

Pub Date—Apr 77

Note—16p.; Paper presented at the Annual Meeting of the American Education Research Association (New York, N.Y., April 4-8, 1977); Not available in hard copy due to marginal legibility of original document

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Decentralization, Educational Change, Elementary Secondary Education, *National Surveys, *Organizational Change, *Prediction, Research Methodology, School Community Relationship, *School Districts, Tables (Data)

Identifiers—*Delphi Technique

This paper describes a follow-up study that was

made to assess the accuracy of Delphi forecasts produced as part of a 1970 study on changes in the organizational structure of large school districts. The 1970 study examined the organizational models of 82 of the largest U.S. school districts, based on data gathered from superintendents of the districts and from chief state school officers. As part of that study, the Delphi technique was used to project organizational changes that were expected to occur in the study districts by 1974. The follow-up study surveyed the superintendents of the 82 study districts to learn which, if any, of the predicted changes have occurred. Findings of the follow-up study show that all of the organizational changes forecast to occur by 1974 have occurred, and that no changes forecast to occur after 1978 have occurred. (Author/JG)

0582 ED 144 225

Shephard, Susann

Out-Migration of Students from Seattle Public Schools to Non-Public Schools. Report No. 77-21.

Seattle Public Schools, Wash. Dept. of Management Information Services.

Pub Date—Jul 77

Note—85p.; Some pages may not reproduce clearly due to small print

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Elementary Secondary Education, *Enrollment Trends, *Parent Attitudes, *Private Schools, *Public Schools, *School Districts, School Statistics, Tables (Data), *Transfers, Transfer Students

Identifiers—*Seattle Public Schools WA

There has been speculation that the 26 percent decline in Seattle Public School enrollment since 1970 is partially due to increasing enrollment in nonpublic schools. This study attempted to determine whether there has been an increasing trend toward nonpublic school enrollment in Seattle and what reasons parents give for transferring their children from the public schools. An analysis of available data on enrollment trends in Seattle public and nonpublic schools and on transfers from public to nonpublic schools for the years 1970-76 was made. In addition, survey questionnaires were sent to the parents of all Seattle students who transferred to nonpublic schools between July 1975 and April 1977. Findings of the study were inconclusive regarding net out-migration of students to nonpublic schools, but showed that while public school enrollment has dropped, nonpublic school enrollment has increased. Transfer rates were highest from the Garfield and Roosevelt school attendance areas, and the rate of transfers by white students was higher than the percentage of white students in the public schools. About half of the responding parents indicated that dissatisfaction with the Seattle Public Schools was the reason for their child's transfer to a nonpublic school. (JG)

0583 ED 144 328

PARADE Replication Manual: Projects Advancing Reading Achievement and Developing Ego-Strength.

Colorado Springs Public Schools, Colo.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—[74]

Note—75p.; Best copy available

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Demonstration Programs, *Diagnostic Teaching, Elementary Secondary Education, Inservice Teacher Education, Learning Disabilities, Mainstreaming, Parent Participation, Program Descriptions, *Program Evaluation, Program Guides, *Reading Difficulty, Records (Forms), Remedial Programs, *Self Concept, Special Classes, *Student Evaluation, *Student Placement

Identifiers—*Project PARADE

Provided is the replication manual for the PARADE (Projects Advancing Reading Achievement and Developing Ego-Strength) project, a program designed to identify and diagnose reading problems in elementary and secondary level students entering a new school, provide an intensive program of prescriptive training, and aid the child in development of self concept. Brief sections cover background information; procedures for initial screening, individual analysis of learning abilities, placement (in regular or special classes), and prescriptive training; evaluation findings regarding seven project objectives; cost information; and a list of materials used during each program step. Noted among the PARADE activities are parent consultations, use of volunteer teacher aides, and inservice programs for regular classroom teachers. Appendixes, which make up the bulk of the document, include the following: a manual evaluation form, the PARADE Learner Self Concept Inventory, outline of units for Self Concept Group Sessions; PARADE forms for parent ratings, parent information and permission, student records, student referral, and parent program evaluation; an outline of sequential reading skills; and PARADE statistical evaluation data. Also provided is a PARADE guide for planning a diagnostic reading center. (SBH)

0584 ED 144 389

Kwok, Irene Sung, Robert

A Multicultural Social Studies Series. Book 1. Europe.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—68p.; Best copy available

Pub Type— Books (010)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Asian Americans, Biculturalism, *Bilingual Education, *Chinese, Chinese Americans, Chinese Culture, Cultural Awareness, *Cultural Education, Elementary Secondary Education, *European History, *Instructional Materials, Learning Activities, *Social Studies

Identifiers—Elementary Secondary Education Act Title VII

The text is designed primarily for students who are continuing in the Chinese Bilingual Pilot Program, ESEA Title VII, at the seventh grade level. This text was written because there is an insufficient amount of Chinese bilingual materials in the area of social studies at the junior high school level. The two emphases of the Multicultural Social Studies Series are (1) Social Studies: geography, people, climate, and culture of the countries; and (2) Chinese Language Arts: vocabulary, reading and writing skills, oral language development and comprehension. This is the first book in the Multicultural Social Studies Series which also includes volumes on Asia, Latin America and Africa. These books are to be used in conjunction with the World Studies Inquiry Series. The same topics are covered in the World Studies Inquiry Series, which contain pictures and discussion of the subject matter in depth. There is a maximum of 200 words per lesson and 25 lessons per text. Main ideas were extracted from the World Studies Inquiry Series and rewritten in a form suitable for Chinese bilingual students. Each lesson has main terms listed bilingually, explanations in Chinese, questions for discussion and follow-up activities. Answers to questions are located in the back of the book. (Author/CFM)

0585 ED 145 014

Collister, Larry

A Narrative Account of the Development of Desegregation Goals for the Seattle School District, 1970-1975.

Seattle Public Schools, Wash.

Report No.—75-29

Pub Date—Dec 75

Note—77p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Community Involvement, Community Planning, *Desegregation Plans, Educational Policy, *History, Policy Formation, *Public Schools, *School Desegregation, *School Districts

Identifiers—Seattle Public Schools WA, *Washington (Seattle)

This paper presents a narrative account of desegregation goals for the Seattle school district for the period dating from 1970-1975. During this time, major policy decisions were made by the school board establishing district policy on desegregation. The Citizens Committee for Quality Education played a primary role in developing recommendations which the board used in adopting its original goals in 1970. There was an important response from Citizens Against Mandatory Bussing. The Citizens Advisory Councils were important in the development of district policy, although no single advisory council offered a plan which prevailed at the end. (Author/AM)

0586 ED 145 513

Callahan, John J. And Others

Big City Schools: 1970-1975–A Profile of Changing Fiscal Pressures.

Spons Agency—National Conference of State Legislatures, Washington, D.C.

Pub Date—22 Sep 77

Note—61p.; Not available in paper copy due to marginal legibility of original document

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Educational Finance, Elementary Secondary Education, *Enrollment Trends, Expenditure Per Student, Minority Groups, National Surveys, School Districts, School Funds, School Taxes, State Aid, *Statistical Data, *Tables (Data), *Urban Schools

This report summarizes the financial problems facing large urban school districts in the United States as a result of recent enrollment and revenue trends and presents a variety of enrollment and financial data for the period 1970-75. The first section discusses the financial plight of urban schools as their enrollment falls, their percentage of minority pupil rises, and their per-pupil local tax revenue steadily loses ground to increasing costs. The second section, which composes most of the report, consists of tables that present data on enrollment and financial trends for the principal school districts serving the 89 largest U.S. cities. Included are data on trends in total district enrollment and percentage of minority students, changes in assessed valuation per pupil and expenditure per pupil, trends in local school tax revenue per pupil and state school aid per pupil, and changes in key school finance variables. (JG)

0587 ED 145 517

Cunningham, Claude H. Williams, Frank P.

Magnet School Project Evaluation First Annual Report, 1975-76.

Houston Independent School District, Tex.

Pub Date—76

Note—31p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Desegregation Methods, Elementary Secondary Education, Enrollment, *Magnet Schools, *Nontraditional Education, *Program Evaluation, *Racial Distribution, School Desegregation, *Student Transportation, Tables (Data)

Identifiers—Houston Independent School District TX

The Magnet School Plan as presented to the court and subsequently approved in July, 1975, contained four action areas: (1) reduce the number of schools that are 90 percent or more white or combined black and brown, (2) reduce the number of students attending schools that are 90 percent or more white or combined black and brown, (3) provide free transportation to all students attending magnet schools, and (4) report student enrollment and teacher assignment by ethnic group in each magnet school biannually. These action concerns have been translated into 34 programs operating in 32 schools as either schools-within-schools, add-on programs, cluster centers, or separate and unique schools. This comprehensive report contains evaluation of the degree that each program has met its objectives and of the degree that the total project has met the objectives for integration as approved by the court. The Phase I programs were able to achieve 81.5 percent of their 232 objectives. Four general problems were reported–curriculum development, transportation, recruitment, and purchase of materials. (Author/IRT)

0588 ED 145 686
Mackey, William Francis Beebe, Von Nieda
Bilingual Schools for a Bicultural Community. Miami's Adaptation to the Cuban Refugees.
Pub Date—77
Note—223p.
Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Massachusetts 01969 ($10.95)
Pub Type— Reports - Research (143)
Document Not Available from EDRS.
Descriptors—*Biculturalism, *Bilingual Education, Bilingualism, *Bilingual Schools, Bilingual Students, *Cubans, Educational Policy, Elementary Secondary Education, Enrollment, Language Maintenance, Language of Instruction, *Language Programs, Language Usage, *Program Descriptions, Refugees, Sociolinguistics, Spanish, Spanish Americans, Spanish Speaking
Identifiers—*Florida (Miami)
This account of the development of bilingual schooling in Miami's bicultural community is addressed to others wishing to apply, modify or improve any one of the many types of bilingual schooling. The Dade County bilingual education experience is discussed under the following headings: (1) "Language Education in the American Context," (2) "Spanish in Florida and the Cuban Resettlement," (3) "The Shaping of the Bilingual Homeland," (4) "Cuban Children in Miami Schools," (5) "A Bilingual School for Cubans and Americans," (6) "Adapting the Biethnic Model," (7) "Expansion and Standardization," and (8) "Support for Bilingual Schooling." Appendices include: (1) a check list of variables in evaluating bilingual education, (2) a discussion of language policy, bilingual schooling, and bicultural classes, (3) the Miami declaration of official bilingualism, (4) a survey of private schools, and (5) highlights of Dade County's bilingual program, 1974-75. A list of books on bilingual education and a glossary of terms conclude the volume. (CLK)

0589 ED 145 694
Alston, Herbert L.
Student Data Requirements of Lau Remedies and Texas Senate Bill 121. Title IV-C Pilot Program: An Educational Needs Projection Model. Project Report.
Houston Independent School District, Tex.
Pub Date—6 Jul 77
Note—15p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Policy, *Bilingual Education, *Bilingual Students, *Data Collection, *Educational Legislation, Educational Policy, Elementary Secondary Education, *English (Second Language), Language Proficiency, Language Programs, Language Skills, Language Teachers, Language Usage, Non English Speaking, Personnel Needs, School Districts, *Student Characteristics
The general purpose of the Title IV-C Pilot Program (An Educational Needs Projection Model) is to develop procedures for forecasting the personnel needed by the Houston Independent School District (HISD) for a five-year period in response to current and expected legislation and changing student population. The present report reviews: (1) the apparent student data requirements of Lau vs. Nichols guidelines and Texas Senate Bill 121, (2) current HISD data collection procedures concerning limited-English-speaking-ability (LESA) students, and (3) recommendations for a district policy to meet the apparent data collection requirements for LESA students. (Author/CLK)

0590 ED 146 094
Tamminga, Harriet L.
Past and Present School System Response to Asian Immigrants.
Pub Date—Sep 77
Note—39p.; Paper presented at Annual Meeting of the American Sociological Association (Chicago, Illinois, September 5-9, 1977)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acculturation, *Asian Americans, Bias, Chinese Americans, Cultural Differences, Cultural Pluralism, *Educational History, Educational Legislation, Educationally Disadvantaged, Educational Objectives, *Educational Policy, Educational Trends, Elementary Secondary Education, Ethnic Groups, Ethnic Studies, *Immigrants, Japanese Americans, Language of Instruction, Negative Attitudes, Relevance (Education), Social Discrimination, Vietnamese
Acculturation of Asian immigrants to American life through participation in public education is influenced by school system ideology, goals, and implementation of goals. School system response to Asian immigrants to the United States in the early 20th century was characterized by assimilationist ideology and by goals emphasizing social mobility and Americanization. However, these goals were ambiguous regarding children of Japanese and Chinese immigrants and discrimination against Asian pupils was not unusual. Goal implementation varied by school system and there was a general lack of remedial programs to meet special needs stemming from linguistic and cultural differences. Vietnamese refugee children in the middle 1970's, in contrast, are entering school systems which are influenced by federal and state legislation to recognize and enforce cultural pluralism, provide special help for non-English speaking children, and provide curriculum relevant to minority children. Goal implementation still varies, however, depending upon degree of commitment of school authorities and resources available. Data about educational policies of school districts in Colorado is presented as an example of the recent trend to include ethnic studies in the curriculum, to reinforce ethnic identity, and to encourage minority participation in society. The conclusion is that changes in school system response to Asian immigrants from 1900 to the present are due in large part to state and federal influence on local school system policy. (Author/DB)

0591 ED 146 297
Faust, John F.
The Social and Political Factors Affecting the Closing of Schools in a Period of Declining Enrollments in a Large Urban School System.
Pub Date—76
Note—254p.
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-30,397)
Pub Type— Dissertations/Theses - Undetermined (040)
Document Not Available from EDRS.
Descriptors—*Community Involvement, *Decision Making, *Political Issues, *Social Influences, *Urban Areas, *Urban Schools
Identifiers—*Ohio (Cincinnati)
The purpose of this dissertation was to identify and analyze the social and political factors that affected two school closing decisions in the Cincinnati Public Schools and to develop recommendations for improving the process of making school closing decisions in the future. The procedure for conducting the study involved the preparation of case reports on each of the two school closing experiences. These cases were analyzed by using an interaction decision model and by conducting interviews with three of the people who had been active participants in each of the decision processes. From these analyses a series of questions was developed for use in analyzing three case reports on subsequent school closing considerations in which a different decision process was used. Several social and political factors were identified as having affected the decisions in the cases that were studied. The principals and the school communities had learned about the proposed closing of their schools through information leaks from the central office in both instances. Subsequent efforts to involve the communities in the decision process were rejected because they appeared to have occurred after the decisions had been made. Among the recommendations that were made to guide the decision makers who will be considering the closing of schools because of declining enrollments are the following: (1) a comprehensive collection of data concerning each school should be compiled and a school should be considered for closing only if such action is supported by the data, and (2) school principals who will be affected by the closings should be involved in the decision from the start of the data collection stage. (Author/AM)

0592 ED 146 477
Sylvan, Donna L. Ballagas, Linda D.
Follow Through Final Report 1975-76. Atlanta Public Schools Research and Evaluation Report, Vol. X, No. 10, March 1977.
Atlanta Public Schools, Ga.
Pub Date—Mar 77
Note—97p.; Not available in hard copy due to marginal legibility of original document
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Demonstration Programs, Educational Development, *Health Services, *Instructional Programs, Parent Participation, *Primary Education, Program Descriptions, Program Development, *Program Evaluation, Psychological Services, Social Services, *Staff Development
Identifiers—Atlanta Public Schools GA, *Interdependent Learning Model, *Project Follow Through
During the 1975-76 school year, the Follow Through Program operated in grades kindergarten through third in four elementary schools, and in two nongraded primary schools. The Atlanta Follow Through Program implements the Interdependent Learning Model (ILM) developed by the late Dr. Lassar Gotkin. The Interdependent Learning Model presents a method of teaching which emphasizes language development, the use of small groups, instructional games, and teamwork. This program differs from most of the other federal programs in the Atlanta Public School System in that it provides both instructional activities and social and psychological services for the pupils served. In addition, the program provides health services. The Atlanta Follow Through Program can be divided into seven components: administration, instruction/staff development, parent involvement/Policy Advisory Council, social services, psychological services, health services, and evaluation. This report examines each of these components separately. A summary of the cost data is presented after the component narratives. The report ends with conclusions and recommendations based on the activities and findings of all the components. (Author)

0593 ED 147 411
Nadel, Max, Ed.
Teaching Ethnic Experiences in Urban America: Focus on New York City.
Association for Multiethnic Programs, Inc., New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—202p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Blacks, Chinese Americans, Citations (References), Cross Cultural Studies, *Cultural Pluralism, Curriculum Guides, *Ethnicity, *Ethnic Studies, *Grade 8, *Guides, Immigrants, Italian Americans, Jews, Junior High Schools, Puerto Ricans, Teaching Models
Identifiers—*Irish Americans, *New York (New York)
This teaching manual presents a model course for eighth graders involving the study of the ethnic groups that make up an American urban community. The course considers cultural, historical and sociological elements of immigrant groups in New York City, especially the Irish, Italian, Jewish, Chinese, Black and Puerto Rican populations. The manual describes the procedures and methodology devised by teachers in a course at New York University. These procedures were used in the teachers' own classes. The teachers began with a study either of their own or a nearby community in which a particular ethnic group predominated. This established a pattern of study and investigation which was employed in the examination of other selected ethnic communities. In concluding lessons it was possible to examine immigrant patterns in history and culture in other parts of the country. Two of the teachers' studies are described. Their courses are outlined in terms of content, teaching methods, formal lessons, and student assignments. Some student responses, as taken from their compositions, are presented. Also included in this manual is an exten-

sive section on the immigrant experience in literature. Selections are taken from works dealing with the six major ethnic groups mentioned above. The manual is supplemented by a bibliography. (GC)

0594 ED 147 494

A Comprehensive Occupational Education System. Research and Experimentation in a Career Development Center. Volume I. Planning a Comprehensive Occupational Education System for a Major Metropolitan Area.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—498AH50188
Pub Date—30 Aug 77
Grant—G007500677
Note—62p.; For related document see CE 013 385
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Guides, Articulation (Education), Bilingual Students, Career Guidance, Curriculum Development, Delivery Systems, Educational Facilities, *Educational Planning, Employment Problems, Guidance Centers, Guidelines, Handicapped Students, Information Systems, Job Placement, *Job Training, Labor Market, Labor Utilization, Management Information Systems, Metropolitan Areas, Program Development, School Community Relationship, Staff Development, Systems Approach, *Systems Development, *Urban Education, *Vocational Education, Youth Employment
Identifiers—Comprehensive Occupational Education System, *New York (New York)

Intended primarily for directors of occupational education in large cities, this document presents suggested guidelines for the development of a comprehensive occupational education system (COES) based upon the COER (Comprehensive Occupation Education Research) Project model developed in New York City. After describing the background, objectives, and implementation of the COER Project and briefly explaining the systems approach to planning, the recommended action steps for planning such a system are presented under the following twelve major divisions: a comprehensive occupational education plan for a major metropolitan area; occupational education and labor market needs; curriculum development; coordination-involvement, business, industry, labor, the community; public attitudes; vocational guidance, counseling, placement and follow-up; personnel development; articulation; monitoring and evaluation; remediation; handicapped and bilingual; and planning alternative facilities for comprehensive occupational education: a career development center. Finally, guidelines for planning a career development center facility are presented. (BM)

0595 ED 147 495

A Comprehensive Occupational Education System: Research and Experimentation in a Career Development Center. Volume II. Plan for a Comprehensive Occupational Education System in New York City's Borough of the Bronx.

New York City Board of Education, Brooklyn, N.Y. Div. of Educational Planning and Support.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.
Report No.—498AH50188
Pub Date—30 Aug 77
Grant—G007500677
Note—422p.; For a related document see CE 013 383; Best copy available
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Adults, Career Development, *Career Guidance, Comprehensive Programs, Cooperative Programs, Coordination, Delivery Systems, Demonstration Programs, Dropouts, Educational Facilities, Educational Needs, Educational Planning, Employment Problems, Guidance Centers, High School Students, Information Systems, *Job Placement, *Job Training, Labor Market, Labor Needs, *Management Information Systems, Metropolitan Areas, Minority Groups, Program Descriptions, School Business Relationship, School Community Relationship, Systems Approach, *Systems Development, Unemployment, *Urban Education, Urban Youth, Vocational Education, Youth Employment
Identifiers—Comprehensive Occupational Education System, *New York (New York)

Designed to gather and analyze the information needed to develop a plan for a model comprehensive occupational education system (COES), this research project is reported in five chapters. Chapter 1 provides an overview of the project which was conducted in the Bronx borough of New York City because this area exemplifies the problems of urban education and has a high unemployment rate for minority teenagers. Chapter 2 defines the existing occupational education delivery system, identifies the unmet needs of the target population, and provides an analysis of the labor market. Chapters 3 and 4 present the plan for a COES and its component parts: a career development center (CDC), a centralized information system, and a career guidance system. Organized schemes for both a COES and a CDC are presented, as well as sections dealing with facilities planning, transportation and scheduling patterns, curriculum development, and coordination with business/industry/labor/community. The final chapter presents the conclusions and recommendations of the COER Project (Comprehensive Occupational Education Research). Suggested guidelines for developing such a system in other large cities are included in a companion document. (BM)

0596 ED 147 512

Experience Based Career Education Program. Final Report.

Creative Research Associates, Inc., Silver Spring, Md.
Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.; District of Columbia Public Schools, Washington, D.C. Dept. of Career Development.
Pub Date—Aug 77
Contract—0589-AA-NS-0-7 ..A
Note—79p.; For related documents see CE 011 209, CE 011 212
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Admission Criteria, Career Development, *Career Education, Career Exploration, Daily Living Skills, High Schools, Models, *Nontraditional Education, Pilot Projects, Program Descriptions, Program Development, Program Effectiveness, Program Evaluation, Program Validation, *School Community Relationship, Skill Development, *Student Attitudes, Student Characteristics, Student Evaluation, *Student Improvement, Summer Programs, *Work Experience Programs
Identifiers—District of Columbia, *Experience Based Career Education, Far West Laboratory for Educational R and D CA

An evaluation of the Experience Based Career Education (EBCE) Program of the District of Columbia Public Schools (DCEBCE) for summer, 1977, was conducted to provide preliminary information for the three-year program effort to use in program planning and decision making for the 1977-78 school year. DCEBCE was evaluated using the Context, Input, Process, and Product Model since it afforded a useful classification system of the strategies that can be employed to evaluate programs aimed at educational change. DCEBCE was based on the Far West Laboratory (FWL) version of EBCE, which serves as a comprehensive, individualized and alternate plan of learning for high school youth, and provides community work experiences for students. Focus of the evaluation was on identifying characteristics of the initial group of forty-seven beginning and ending tenth grade student participants in the summer program and determining program impact on them. Students were pretested in the areas of self-awareness, career maturity, and basic academic competency. Evaluation results showed that the summer program had been successful, with students and resource persons expressing mutual appreciation. Recommendations based on results of the evaluation included further developing the DCEBCE program into a model program, especially in the area of career development; hiring a skills specialist to train students in areas of deficiency; and hiring a counselor to meet students needs in career guidance and counseling. (TA)

0597 ED 147 513

Drews, Pearl A.

Flight Plan: Toward a Career Choice. School and Community as Co-Pilots of Career Education.

Akron Public Schools, Ohio.; Akron Regional Development Board, Ohio.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—77
Contract—300-76-0394
Note—405p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors—Agencies, Business, *Career Choice, Career Development, Career Education, Community Involvement, Community Resources, *Cooperative Programs, Coordinators, Curriculum Development, Educational Objectives, Elementary Secondary Education, Field Trips, Fused Curriculum, Guides, Inservice Education, *Inservice Teacher Education, Institutional Cooperation, Job Placement, National Programs, Professional Associations, *Program Descriptions, *Program Development, Program Evaluation, Program Guides, Resource Materials, School Business Relationship, *School Community Relationship, Staff Role, Universities
Identifiers—*Ohio (Akron)

Based on collaboration efforts in Akron, Ohio, this manual is designed to help interested communities implement or expand collaboration of career education among the formal education system, the home-family structure, business, labor, industry, government, the professions, service organizations, and others. Topics discussed include the following: background information about career education, including history and collaboration in career education; the career education concept in Akron; collaboration in Akron; inservice programs, including university involvement, workshops, seminars, and program development; collaboration in national programs (Exploring-Boy Scouts of America, Project Business, Vocational Exploration Program, and Youth Motivational Task Force); collaboration in local programs of national organizations; collaboration in Akron programs for elementary and secondary schools; collaboration with parents; collaboration to make speakers and field trips contribute to effective career development; preparation and placement; and evaluation in career education. A bibliography and listings of contributors and collaborating agencies are appended. (TA)

0598 ED 147 623

Lafferty, Bill R.

San Antonio Experience Based Career Education Demonstration Project. Annual Final Report.

Education Service Center Region 20, San Antonio, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—502-AH-60020
Pub Date—30 Oct 77
Grant—G61-76-00967-502
Note—227p.; Parts of appendixes may be marginally legible due to print quality
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Career Awareness, *Career Development, *Career Exploration, *Cooperative Programs, Demonstration Programs, High Schools, *Individual Development, Learning Laboratories, Program Administration, *Program Effectiveness, Program Validation, *School Community Relationship, Skill Development, Student Attitudes, Student Evaluation
Identifiers—*Experience Based Career Education, Texas (San Antonio)

The three-year San Antonio Experience-Based Career Education (EBCE) Project, an implementation of the Northwest Regional Educational Laboratory EBCE model, was evaluated for its first year of operation. The project was designed to assist youth in making a successful transition to adulthood through community-based and learning center experiences, and was implemented by the Harlandale Independent School District and the San Antonio Independent School District. Learning resources consisted of those in the learning center and those provided at community sites. Twenty program and twenty control students were selected in both school districts. The project evaluation covered two components: process and outcome. The process

focused on program elements deemed essential for a valid demonstration of the EBCE model. The outcome evaluation was designed to test a set of hypotheses related to student development in career, life, and basic skills and utilized a battery of four tests for pre- and posttest measures. Results showed that both school districts were successful in planning and implementing the project. Outcome evaluation demonstrated very strong comparative effects in attitude toward school, self-acceptance, and others acceptance. Life skills were positively affected by participation in the program. Career skills results showed no consistent patterns of difference between the program and control students. (This report includes three major sections: annual interim report, third-party evaluation, and appended project materials.) (SH)

0599 ED 148 991
Final Report on the Collaborative Research Project; New York Urban Coalition - I.S. 162, Community School District #7.
New York Urban Coalition, N.Y.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. School Capacity for Problem Solving Group.
Pub Date—Oct 77
Note—31p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Change, *Junior High Schools, Parent Role, *Problem Solving, *Research Projects, School Community Relationship, *School Organization, Site Analysis, Student Role, Teacher Role, *Technical Assistance, Urban Schools
Identifiers—*New York (Bronx)
This project was the result of a three year collaboration between the New York Urban Coalition and Intermediate School 162, Bronx, New York. Concerns addressed included institutional development, collaborative planning and implementation, school form and process, and technical assistance strategies. Intermediate School 162 was selected for development as a mini-school complex. The theory was that any real changes in education had to take place on a local school level. Relationships between the school, teachers, parents, and the larger community were envisioned as key factors in educational change. This report reviews the major components of the project and discusses the "learnings" which emerged. (Author/GC)

0600 ED 149 044
[Vocational Village Staff Handbook].
Portland Public Schools, Oreg. Area III Office.
Pub Date—Feb 74
Note—167p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Curriculum Development, *Economically Disadvantaged, Educational Innovation, *Educationally Disadvantaged, Guides, Individualized Programs, Individual Needs, *Nontraditional Education, Open Education, Open Enrollment, *Program Administration, Program Guides, Records (Forms), Secondary Education, Staff Role, *Vocational Education, *Vocational High Schools, Work Experience Programs
Identifiers—Oregon (Portland), Vocational Village
Developed by the total staff at Vocational Village (Portland, Oregon), this handbook presents the following: (1) information about Vocational Village, a unique alternative high school which offers a program dedicated to helping economically and educationally disadvantaged youth between the ages of fourteen and twenty-one become independent, responsible, and productive citizens through guidance, counseling, and an interdisciplinary curriculum of basic and career oriented education adjusted to individual needs, and placement and follow-up services; (2) a reference explaining the roles, duties, and expectations of all members of the faculty and all classified personnel; (3) an explanation of the procedures and forms necessary to process students into and out of this open-entry open-exit program; (4) a bibliography of reference books and other resources that will enable the staff to improve and update methodology and better understand educational policies; and (5) a glossary of terms that have a special or unique meaning for the school. The information is presented in five sections: (1) purpose and goals; (2) curriculum, including a sample outline of behavioral objectives for the clerical office practice unit of the clerical occupational cluster; (3) administrative procedures (admissions, registration, reporting of achievement, and program completion); (4) staff (code of profession ethics, staff improvement, staff responsibilities); and (5) forms (student enrollment and scheduling, attendance and discipline, academic achievement, conduct, transportation and safety, and miscellaneous). (BL)

0601 ED 150 211
1975-76 Compensatory Education Program Evaluation: Higher Horizons 100.
Hartford Public Schools, Conn.
Pub Date—[77]
Note—28p.; Not available in hard copy due to small type of original
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Achievement Gains, Attendance, *Cluster Grouping, *Compensatory Education, Grade 7, Grade 8, Grade 9, Grade 10, Program Descriptions, *Program Evaluation, Secondary Education, Student Attitudes, Surveys, *Team Teaching
Identifiers—*Connecticut (Hartford)
Higher Horizons 100 is a program for underachieving pupils in the seventh to 10th grades. These pupils are given supplementary and individualized instruction and support services during the day and evening. Students are divided into eight clusters. Each cluster has a staff of six; one counselor, and teachers in reading, English, math, science, and social studies. The staff for each cluster has complete responsibility for a group of about 100 pupils. Students receive at least five extra hours per week of language instruction. The program was evaluated in terms of: achievement gains, attendance, and student attitudes. Among the findings are the following: (1) students in the program made significant greater achievement gains than would have been expected without participation in the program, (2) attendance goals were met by all clusters, with margins ranging from 2.3% to 12.9% above the goals, and (3) over 80% of the pupils in the program reported in an attitude survey that Higher Horizons 100 helped them in their school work. The survey also showed that the pupils' attitudes toward school had improved. It is recommended that the program continue to operate as is, but that a better survey design be implemented during the 1977-78 school year. (Author/AM)

0602 ED 150 248
Vanecko, James J. And Others
ESEA Title I Allocation Policy: Demonstration Study, Implementation Decisions Research Plans.
Abt Associates, Inc. Cambridge, Mass.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.
Report No.—AAI-77-19
Pub Date—[77]
Contract—NIE-400-75-0074
Note—550p.; For related documents see UD 017 917 and UD 017 938; Some parts may be marginally legible due to small type
Pub Type— Reports - Research (143)
EDRS Price - MF02/PC22 Plus Postage.
Descriptors—Change Agents, *Compensatory Education, *Demonstration Programs, Educational Policy, *Policy Formation, Program Costs, Program Development, *Research Projects, Research Utilization, *Resource Allocation, *Statewide Planning, Student Characteristics
Identifiers—*Elementary Secondary Education Act Title I
This is the first report of research results in the study of Title I intra-district allocation mandated by Congress in the Education Amendments of 1974. It has two major parts. The first describes in detail the changes in allocation policy planned by the 13 participating Local Education Agencies (LEAs). The second part describes the research plan for studying the effects of these allocation policies on program delivery and associated costs, student composition, student experiences, and community response. Documenting the deliberate changes made by each of the demonstration districts in the various stages of the allocation process is the first objective of the research portion of the demonstration studies. The second objective is to examine the impact of those changes on a number of dependent variables including program offerings and associated costs, student characteristics, and others as listed above. The exploration of the relationships between these variables is designed to assess the generalizability of various allocation options for various types of districts and to identify more or less successful approaches to the planning process. Although data are collected from a variety of sources, the primary sampling unit in the research design is the student. The student sample is drawn from up to four school types within each of the demonstration districts. The basic design is a pre-post analysis, with baseline data collected in 1975-76 under standard allocation procedures to be compared with change data collected in 1976-77 and again in 1977-78. Data are collected at all levels within the district, from district administrators by informal interview, from parents by structured interview, and from principals, homeroom teachers and instructional specialists by self administered questionnaires. (Author/AM)

0603 ED 151 259
Economic Education in the Elementary Schools, Level 1.
Dade County Public Schools, Miami, Fla. Div. of Instructional Planning and Support.
Pub Date—77
Note—120p.; For related documents, see SO 010 706-708
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Audiovisual Aids, Concept Teaching, *Consumer Education, Economics, *Economics Education, Educational Objectives, Elementary Education, Grade 1, *Instructional Materials, Kindergarten, *Learning Activities, Monetary Systems, Primary Education, Productivity, Social Studies, Teaching Guides
Identifiers—Florida
The guide, one in a series of elementary level economics and consumer education teaching resources, is designed for kindergarten and first grade levels. The guide identifies objectives for economics and consumer education, offers a glossary of relevant terms, lists general audiovisual and print resources, and outlines specific learning activities to achieve each objective in terms of specific economic concepts. The concepts include aspects of the individual as the basis of our economic system, component parts of the economic system (exchange and money, consumption, production, distribution), and consumer education topics such as banking, budgeting, and taxes. The bulk of the guide contains class activities listed according to specific concepts. For example, to learn the difference between producers of goods and producers of services, students are shown pictures of a farmer, baker, pilot, and fire fighter and are asked to explain the differences in their activities. Each series of activities is accompanied by a listing of children's literature resources and Florida state-adopted textual resources to supplement the concepts being emphasized. (AV)

0604 ED 151 260
Economic Education in the Elementary Schools, Level 2.
Dade County Public Schools, Miami, Fla. Div. of Instructional Planning and Support.
Pub Date—77
Note—165p.; For related documents, see SO 010 705-708
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Audiovisual Aids, Concept Teaching, *Consumer Education, Economics, *Economics Education, Educational Objectives, Elementary Education, Grade 2, Grade 3, *Instructional Materials, *Learning Activities, Monetary Systems, Productivity, Social Studies, Specialization, Teaching Guides
Identifiers—Florida
Part two in a series of elementary level economics and consumer education teaching resources, this guide is designed for use with second and third grad-

ers. It identifies objectives for economic and consumer education established by the Florida State Department of Education, defines important related concepts and terms, and lists general audiovisual and print resources. The main part of the guide contains specific ideas for class activities to accompany each concept and objective. Key concepts at this level include scarcity, exchange and money, consumption, production, distribution, and economic interdependence. At least six activities are suggested for each concept. For example, to help students understand consumption as the using up of goods and services, one activity requires them to identify what is being consumed when a family eats dinner, does a laundry, or washes dishes. To dramatize the efficacy of specialization, students are encouraged to role play a family situation in which mother, father, sister, and brother all try at once to set the table or wash dishes. Then they role play the scene again with a division of labor. Each series of activities is accompanied by a listing of children's literature resources and Florida state-adopted textual resources to supplement the concepts being emphasized. (AV)

0605 ED 151 261
Economic Education in the Elementary Schools, Level 3.
Dade County Public Schools, Miami, Fla. Div. of Instructional Planning and Support.
Pub Date—77
Note—155p.; For related documents, see SO 010 705-708
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Audiovisual Aids, Banking, Commercial Art, Concept Teaching, *Consumer Education, Credit (Finance), Economics, *Economics Education, Educational Objectives, Elementary Education, Grade 4, *Instructional Materials, Insurance Companies, *Learning Activities, Monetary Systems, Productivity, Social Studies, Specialization, Teaching Guides
Identifiers—Florida
This pamphlet is the fourth grade component of a series of elementary level economics and consumer education teaching resources. It contains objectives and key concepts for economic education which have been identified by the Florida State Department of Education. The first part of the document lists these objectives and concepts, as well as relevant terms and general audiovisual and print resources listed according to each concept. The main part of the document contains ideas for specific classroom activities to develop student understanding of each concept. Concepts for fourth grade include basic ideas of scarcity, money, production, and free enterprise, as well as consumer education topics such as advertising, banking, and insurance. The activities include small and large group projects, field trips, research, role playing, and drawing. For example, to learn about different advertising techniques, students are asked to collect labels or empty boxes representing various brands of the same type of product and to discuss the different types of information on each. Students can also compare contemporary advertising with that of 100 years ago. Each series of activities is accompanied by a listing of relevant children's literature resources and Florida state-adopted textual resources. (AV)

0606 ED 151 262
Economic Education in the Elementary Schools, Level 4.
Dade County Public Schools, Miami, Fla. Div. of Instructional Planning and Support.
Pub Date—77
Note—216p.; For related documents, see SO 010 705-707
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Audiovisual Aids, Banking, Commercial Art, Concept Teaching, *Consumer Education, Credit (Finance), Economics, *Economics Education, Elementary Education, Grade 5, Grade 6, *Instructional Materials, Insurance Companies, *Learning Activities, Monetary Systems, Productivity, Social Studies, Specialization, Teaching Guides
Identifiers—Florida
Part four in a series of elementary level economics and consumer education teaching resources, this guide is designed for use with fifth and sixth graders. The first section identifies concepts and related objectives, defines relevant terms, and lists audiovisual and print resources related to each concept. Key concepts include basic economic principles and the role of the individual within our economic system. Specific consumer education topics for this level include banking, credit, savings, and taxes. The bulk of the document contains activities grouped according to specific concepts and related educational objectives. The activities include group and individual projects ranging from creative writing to community interviews and fill-in-the-blank questionnaires. Some of the written exercises can be used as evaluation items. One activity involves students in a week-long analysis of television and newspaper advertising. Students record information about where the ads were seen and what types of advertising were used. Then they discuss what the ads promise, whether the promises meet student/consumer needs, whether more information is needed, and where the student/consumer can verify reputability of the advertisers. Each series of activities is accompanied by a listing of relevant children's literature and Florida state-adopted textual resources. (AV)

0607 ED 151 479
Project Conquest (Remedial Reading Project).
East St. Louis School District 189, Ill.
Pub Date—[76]
Note—36p.; For related documents see ED 087 827 and ED 127 577 ; Best copy available
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Diagnostic Teaching, *Elementary Education, Individualized Instruction, Junior High Schools, Parent Participation, *Reading Centers, *Reading Improvement, *Reading Programs, *Remedial Reading
Identifiers—*Project Conquest
This document presents a review of the Remedial Reading Project also known as Conquest. This project served 19 Title I elementary schools, two parochial elementary and junior high schools, and four district junior high schools in the St. Louis, Missouri school district. The main components of the project were the reading rooms, reading clinics, and parental involvement programs. Fourth, fifth, and sixth grade pupils attended the reading clinics. There were 22 parents involved in the Parent Advisory Council. They met every second week and discussed their children's reading deficiencies, learned reading related games which they could play with their children, and saw films on helping children learn to read. All grades, with the exception of the first grade, achieved statistically significant mean gains of 7.5 months. Findings for the junior high students indicated that these students were experiencing great difficulties in work that demanded reading, but performed on norm with their peers in nonreading skills. (Author/AM)

0608 ED 151 589
Hayden, Charles E., Ed. Butler, Edward R., Ed.
Career Motivation. Activities Guide: Kindergarten through 3rd Grade.
Toledo Public Schools, Ohio.
Pub Date—75
Note—219p.; For a related document see ED 143 561
Pub Type— Guides - General (050)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Behavioral Objectives, *Career Awareness, *Career Development, *Career Education, Career Planning, Decision Making Skills, Economics, Educational Programs, Evaluation, Fused Curriculum, Individual Development, *Learning Activities, Occupational Information, Primary Education, Resource Materials, Teaching Guides, Vocational Adjustment, Work Environment
Identifiers—Ohio (Toledo)
Designed for infusing career development concepts into existing courses or curricula at grades K-3, these learning activities developed by teachers and staff members in the Toledo Public School System cover the following seven developmental areas identified in the Ohio Career Development Continuum: individual and environment; world of work; self; economics; education and training; employability and work adjustment; and vocational decision making. The activities are organized by grade level and then by developmental area. Each activity follows a similar format, which includes broad developmental objectives, more specific behavioral objectives, designated areas for integration, the primary and secondary concepts of the lesson, a description of the activity, a list of media and materials needed, and evaluation. (BM)

0609 ED 151 593
Flowers, Emily And Others
Career Orientation 7-8. Seven Developmental Area Activities. Curriculum Bulletin 729.
Cincinnati Public Schools, Ohio.
Pub Date—77
Note—49p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, *Career Development, *Career Planning, Decision Making, Educational Objectives, Educational Opportunities, Employment Potential, Environmental Education, Grade 7, Grade 8, *Guidelines, Individual Development, Instructional Materials, Job Training, Junior High School Students, *Learning Activities, Occupational Information, Self Actualization, Teaching Guides
Identifiers—Ohio (Cincinnati)
Developed by the Cincinnati Public Schools as part of a project designed to provide career orientation for students in grades 7 and 8, this manual is designed to provide activities and information concerning the infusion of seven career developmental areas in the curriculum. These developmental areas include self, individual and environment, the world of work, education and training, employability, and decision making. Each of the twenty activities included in this manual provides guidelines for both the teacher and the student. The teacher's guide contains information concerning lesson title, area of development, goal, objectives, activity descriptions, procedures, and application. The student's guide contains information concerning lesson title, area of development, directions, lesson summary, and question or data sheets. (BM)

0610 ED 151 594
Benton, James And Others
Lessons in Career Education for Use in Geometry. Career Exploration 9-10. Revised: September 1976.
Cincinnati Public Schools, Ohio.
Report No.—Bull-728
Pub Date—Sep 75
Note—88p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Career Education, *Career Exploration, Course Content, Curriculum Guides, Developmental Tasks, *Geometry, Grade 9, Grade 10, Integrated Curriculum, *Lesson Plans, *Mathematics Education, Secondary Education, *Secondary School Mathematics
Forty-five lesson plans in geometry are presented which incorporate career education into the ordinary ninth-tenth grade geometry curriculum. The lessons focus on one or more of the following developmental areas of career education: self knowledge, individual and environment, world of work, economics, education and training, employability and work adjustment skills, and decision making. Each lesson identifies an instructional and developmental goal and gives performance objectives, activities, and resource materials. For example, in lesson 3 (parallelism and perpendicularity), the instructional goal is to recognize and be able to define parallel, perpendicular, and skew lines, while the developmental goal is to know why city planners use parallel and perpendicular streets in contrast to other arrangements in downtown areas. Some of the suggested activities are, in addition to having students construct parallel and perpendicular lines with a compass and straightedge, to look at a map of city streets and see parallel and perpendicular arrangements, and to have students set up criteria for downtown street arrangement and compare different possibilities. It is also suggested that a civil engineer could discuss what goes into city planning of street arrangement. (BB)

0611 ED 152 090
Chan, Yiu Man
A Multicultural Social Studies Series for C.S.L. Students. Book 1. Europe.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Note—62p.; For related document, see ED 144 389
Pub Type— Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bilingual Education, *Chinese, *Cultural Education, *European History, *Instructional Materials, Language Instruction, Language of Instruction, Reading Instruction, Secondary Education, Second Language Learning, *Social Studies, Vocabulary, Western Civilization
Identifiers—*Elementary Secondary Education Act Title VII, Europe
This text is written primarily for students of Chinese as a second language who are continuing in the ESEA Title VII Chinese Bilingual Pilot Program at the secondary level, and introduces different aspects and general knowledge of Europe. The text is divided into twenty-five lessons, having the following headings: European Countries, Class, On the Move, Holland, Europe, Cities, Greece, Rome, Martin Luther, Renaissance, European Buildings, Nations, Colonies, Life in Europe, Industrial Revolution, Science, Rousseau, Women, Karl Marx, Too Many People, Evolution of a Revolution, Germany, East Germany and West Germany, Pollution, and Living. No more than 50 characters are introduced in each lesson. At the end of each lesson, there is a list of terms in both English and Chinese, vocabulary, and exercises. Answers to the exercises are at the back of the book. The text is to be used along with the World Studies Inquiry Series: Europe, and A Multicultural Social Studies Series: Europe. (CLK)

0612 ED 152 091
Kwok, Irene Sung, Robert
A Multicultural Social Studies Series. Book 2. Asia.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note—70p.; For related document, see ED 144 389
Pub Type— Books (010)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Asian History, *Asian Studies, *Bilingual Education, *Chinese, *Instructional Materials, Junior High School Students, Non Western Civilization, Reading Instruction, Secondary Education, Second Language Learning, *Social Studies, Vocabulary
Identifiers—Asia, *Elementary Secondary Education Act Title VII
This text is designed for students continuing in the Chinese Bilingual Pilot Program, ESEA Title VII, at the seventh grade level. The text introduces different cultural aspects and general knowledge of Asia, and is divided into twenty-five lessons, having the following headings: Glimpses of Asia; Monsoon; Malaysia; Borneo; Asian Countries; Caste in India; The Women of Asia; Soul in Japanese; Law in Old China; Japan; The Changing World; New Days and Old; School Days in China; The Old and the New in Medicine; Confucius, The Great Philosopher; Han Fei Tzu; Siddhartha Gautama; Gandhi; Peaceful Patriot; A Cry for Change; Food or Famine; Changes in Chinese Farming; Poverty; The Olympic Ideal; Success or Failure. There is a maximum of 200 words per lesson. Each lesson includes main terms listed bilingually, explanations in Chinese, questions for discussion, and follow-up activities. Answers to questions are located in the back of the book. (CLK)

0613 ED 152 819
Nowak, Carl D.
An Involvement Approach to the Evaluation of Local District Programs.
Pub Date—[Apr 77]
Note—46p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977); Parts of Appendixes may be marginally legible
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Educational Objectives, Educational Programs, Elementary Education, Elementary School Teachers, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, Evaluators, *Information Utilization, Principals, *Program Evaluation, Reading Difficulty, Reading Instruction, Research Design, Research Utilization, School Districts, *School Involvement, *Staff Role, Teacher Role
Identifiers—Lincoln Public Schools NE, Orton Gillingham Reading Program
Ways to increase the use of educational program evaluation findings through the meaningful involvement of potential users (teachers and administrators) are discussed. Involvement, as defined in this paper, is generally limited to the opportunity for input to the initial evaluation design and the chance to review the design and implementation plans prior to the evaluation. Therefore, the role of staff, teachers, and administrators is to provide direction for the study. For effective, meaningful involvement, the following guidelines should be followed: (1) Involve only individuals who can contribute something or have a stake in the program. (2) Screen out biased input. (3) Use the solicited information. (4) Involve teachers and administrators in the program planning and implementation, but do not hold them responsible for the evaluation. (5) Do not unnecessarily inconvenience or overburden the participants. (6) Keep the evaluation planning process open. (7) Keep the audience informed of current progress. The evaluation of the Orton-Gillingham Reading Disabilities Program used in Lincoln, Nebraska is decribed in detail. Author/MV)

0614 ED 152 868
English as a Second Language for the Asian Languages and Cultures.
Los Angeles City Schools, Calif.
Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date—[77]
Note—75p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Asian Americans, *Cultural Background, *Cultural Differences, Cultural Influences, English (Second Language), *Non English Speaking, Phonology, *Second Language Learning, Sociolinguistics, Syntax, *Teaching Guides
This guide is designed for classroom teachers who work with non English dominant Asian students from China, Japan, Korea, the Philippines, and Vietnam. Historic information, English as a Second Language contrasts, and cultural information are included. The three basic components of the guide are the phonological, the syntactical, and the cultural. A study which describes and compares the sounds of English, Cantonese, Mandarin, Korean, Japanese, Tagalog, Vietnamese, and Spanish was conducted in order to show the differences between English and the non English languages. The results of the study suggest that similarities and differences between the sounds of the student's native language and English can present a variety of problems to the learner. In addition to technical difficulties with language, cultural problems of the Asian in the classroom are described. These include problems with the student-teacher relationship, classroom activities, etiquette, eating, superstition. A bibliography, arranged by country, is included. (Author/AM)

0615 ED 152 873
Public Schools of the District of Columbia, 1977 Annual Report.
District of Columbia Public Schools, Washington, D.C.
Pub Date—77
Note—49p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administration, Administrative Organization, *Annual Reports, Bilingual Education, Career Education, Competency Based Teacher Education, *Curriculum Development, *Educational Assessment, *Educational Planning, Elementary Secondary Education, Information Systems, *Public Schools, Special Education
Identifiers—*District of Columbia Public Schools
This report focuses upon the efforts of public school educators and administrators in Washington, D.C., to improve teaching and learning through a comprehensive educational plan. One of the goals in this plan was defined as the promotion of academic excellence for the attainment of knowledge, competencies, and skills. Special education projects undertaken or expanded in an effort to meet this goal included programs for the handicapped, bilingual education programs, career development, environmental education, and special programs for talented and gifted students. A systematic plan for the continuous assessment and evaluation of educational needs and achievement was also a goal of the plan, as was the improvement of service and efficiency of operations in the major support areas of management services. Also discussed here are public relations and communications issues, and labor and equal employment concerns. A major focus of the plan consisted of ensuring the active participation of all components of the Washington public schools in the implementation of systemwide competency based curriculum. Activities and materials designed to bring this about are described. (GC)

0616 ED 152 924
Baker, William P. Jensen, Henry C.
Mexican American, Black and Other Graduates and Dropouts - II. A Follow-Up Study Covering 20 Years of Change, 1956-1976.
San Jose East Side Union High School District, Calif.
Pub Date—Jan 78
Note—75p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Black Students, Comparative Analysis, Dropout Attitudes, Dropout Characteristics, *Dropouts, Educational Problems, *High School Graduates, High School Students, Longitudinal Studies, *Mexican Americans, Minority Groups, Secondary Education, Sex Differences, *Student Attitudes
Identifiers—*California (San Jose)
As the fifth in a series of follow-up studies conducted every five years by the East Side Union High School District, this report is of interest to educators concerned about the educational problems and progress of Mexican American and black minority groups. The study reflects a twenty year pattern of analysis of the status of Mexican American former students. In addition to the special treatment of Mexican Americans, responses of black former students are, for the second time, specially classified. Groups from the graduating classes of 1973 and 1975 and all dropouts from the school years 1972-73 and 1974-75 were studied. A questionnaire was mailed to all 1834 dropouts. Responses were received from 271. The study presents findings in the following areas: (1) characteristics, activities and opinions of graduates and dropouts from the 1972-73 and 1974-75 classes; (2) differences in the characteristics, activities and opinions of Mexican Americans, blacks and other graduates and dropouts; and (3) differences in the characteristics, activities and opinions of male and female graduates and dropouts. The study also determines trends for each of these groups over a twenty year period. Modifications in curriculum and guidance programs as suggested by the findings, are recommended. (Author/AM)

0617 ED 152 928
Fleming, Margaret
Reality Based Urban School Innovation.
Pub Date—Mar 78
Note—42p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March, 1978); Best copy available
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Change Agents, Change Strategies, *Diffusion, *Educational Change, *Educational Innovation, Environmental Influences, *Information Dissemination, *Organizational Change, Program Descriptions, Urban Education, *Urban Schools
Identifiers—*Ohio (Cleveland), School Reform
In this overview of the Planning Educational Environments for Cleveland Children Project a comparison of selected change principles is made. These principles were taken from the change literature and were incorporated into the project design. The key features identified in the literature include: (1) the unit of change, (2) staff participation in planning, (3) goal clarity, communication and consensus, (4) change agents, (5) consultants, (6) staff retraining and reward, (7) resources necessary for successful change, (8) resistance to change, and (9) support of the bureaucracy. The paper also discusses the implications of productive and counterproductive elements generated by this project for renewal and reform in urban school districts. The counterproductive and productive effects, while unique to this specific project, suggest implications for renewal and reform in urban districts. For example, it is clear that organized, planned programs of change must be implemented. It is also clear that at least six critical prerequisites need to be considered to support such reform efforts. These include provisions for financial bases, role clarification, bureaucratic support, knowledge bases, staff retraining efforts, and planning a development and evaluation model. In this study, momentum for change appeared to be significantly linked to these prerequisites. (Author/AM)

0618 ED 153 306
Final Report on Third and Fourth Year Operations of the Alum Rock Voucher Project.
Alum Rock Union Elementary School District, San Jose, Calif.; Sequoia Inst., San Jose, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—[76]
Grant—NIE-G-90051
Note—103p.; Not available in paper copy due to marginal legibility of parts of original document; For a related document, see ED 073 546
Pub Type— Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Compensatory Education, *Decentralization, *Educational Experiments, Educational Finance, *Educational Vouchers, Elementary Education, *Nontraditional Education, *Parent Participation, Parent School Relationship, Program Evaluation, School Community Relationship
Identifiers—*Alum Rock Union School District CA
Covered in this report are the main events that occurred in the Alum Rock voucher project between July 1974 and January 1976. Measures considered to be functioning effectively at the beginning of this time span were the concepts of alternative education, open enrollment, programs that vary their capacity in response to parent demand within the limits of their physical facilities, income-outgo budgeting processes, and parent information. At the beginning of the third year one new school entered the project, raising the number of participating schools to 14. The other major development that occurred during the third year was a dramatic increase in the quantity and quality of parent information. Parents were provided with comparative evaluation results on the various minischools before they submitted their vouchers for the following year. The data collection, publication, and distribution of these reports represented the last step in the full implementation of the internal voucher program. Background information is given about a serious degeneration in the relationship between Alum Rock and the National Institute of Education (NIE) voucher office. From the district's perspective, these problems seemed to be partially a consequence of NIE's funding uncertainties, which in turn were caused by congressional delay in committing funds to the agency and partially a serious breakdown in communications between the NIE staff and Alum Rock regarding certain basic program decisions. (Author/MLF)

0619 ED 153 374
Minter, Mary And Others
Minimum Competency Requirements: What To Do When Your School Board Sets Them.
Austin Independent School District, Tex.
Report No.—Pub-77-28
Pub Date—78
Note—21p.; Paper presented at the Annual Meeting of Southwest Educational Research Association (Austin, Texas, 1978)
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($1.10)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Achievement Tests, *Basic Skills, *Board of Education Policy, Boards of Education, *Competency Based Education, *Educational Testing, Elementary Secondary Education, *Minimum Competency Testing, Norm Referenced Tests, Program Development, Standardized Tests, *Testing Problems
Identifiers—*Austin Independent School District TX
As a result of the increasing insistence that schools should concentrate on teaching basic skills, states and school districts have moved to establish minimum competencies for high school graduation, to be assessed by tests that demonstrate that students have achieved a certain level of mastery of basic skills. The Austin, Texas, Independent School District's board of trustees passed in 1975 the first version of the minimum competency testing requirement for Austin public school students. It stated that students not demonstrating an eighth grade competence (as measured by standard achievement tests) in reading and math cannot graduate from Austin high schools. The problems encountered in implementing the board's mandate, such as test selection, test security, and test administration, are described in this speech. (Author/DS)

0620 ED 153 923
INTERdependence Curriculum Aid.
Philadelphia School District, Pa.; World Affairs Council of Philadelphia, Pa.
Pub Date—[77]
Note—110p.; Pages 19, 74, 75 contain copyrighted material and have been removed by ERIC; They are not included in the pagination
Available from—World Affairs Council of Philadelphia, John Wanamaker Store, Third Floor Gallery, 13th and Market Streets, Philadelphia, Pennsylvania 19107 ($3.00, paper cover)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Civil Liberties, Conflict Resolution, *Cooperative Planning, Curriculum Guides, *Depleted Resources, Developed Nations, Developing Nations, Economic Factors, Food, *Global Approach, *Human Dignity, International Relations, Learning Activities, Peace, Physical Environment, Political Influences, Poverty, Secondary Education, Social Problems, *Social Studies, Technological Advancement, Technology, *Units of Study, World Affairs, *World Problems
Stressing global interdependence, this guide suggests resources, materials, and activities related to major world problems. Global interdependence is interpreted as connections between and among nations in areas of war and peace, human rights, environmental use, economics, and international law. The major objective is to help students understand the international moral, political, economic, and geophysical dimensions of world problems. Following a discussion of the concept of interdependence and a listing of resources, the document presents eight units related to global concerns: food and nutrition, global economy, human rights, oceans, peace, resource scarcity, science and technology, and international institutions. Each unit includes objectives, background, discussion questions, bibliography, resource materials, audiovisual aids, classroom activities, field trips, and references. Learning activities involve students in educational games, group discussion and role playing, reading and writing assignments, oral reports, writing letters to government agencies in the United States and abroad, surveying class and community members on topics related to global development, compiling annotated bibliographies, and arranging class visitations by experts on disarmament, poverty, development, and related topics. The units are designed for use as a complete course, mini-course, or for integration into existing curriculum. (Author/DB)

0621 ED 153 999
Kindergarten Screening Instrument. Administration Manual, Continuing Revision Number 7, Item Number 33.2004.
Houston Independent School District, Tex.
Pub Date—75
Note—84p.; For related documents, see TM 006 618-619
Pub Type— Tests/Questionnaire. (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Auditory Tests, Early Childhood Education, Eye Hand Coordination, *Guides, *Kindergarten Children, Language Acquisition, Motor Development, Scoring, *Screening Tests, Spanish, Spanish Speaking, *Testing, *Testing Programs, Vision Tests, Visual Measures, Volunteers
Identifiers—*Kindergarten Screening Instrument, *Test Manuals
The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The screening instruments and procedures were developed by a committee of specialists composed of representatives from the Houston Independent School District, Baylor College of Medicine, Texas Research Institute for Mental Sciences, Child Development Clinic, and the University of Houston. They were based on standard items representing gross and fine motor activities, language development, social functioning, distant vision, and hearing. The volunteer orientation and training procedures, and the responsibilities of the volunteers are described. A check list of necessary materials for each test is provided. Administration instructions and examples are given for each of the five screening instruments: Distant Vision, Hearing, Eye-Hand Coordination, Language Learning, and Gross Motor. Supplementary instructions in Spanish are also provided for each instrument. (Author/BW)

0622 ED 154 000
Doughtie, Eugene B. Alston, Herbert L.
Revised Technical Manual for the Kindergarten Screening Inventory, Based on Data from the 1975-76 School Year.
Houston Independent School District, Tex.
Pub Date—[76]
Note—122p.; For related documents, see EJ 127 415, TM 006 617-619
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Auditory Tests, Early Childhood Education, Eye Hand Coordination, Guides, *Kindergarten Children, Language Acquisition, Motor Development, Norms, Predictive Validity, Racial Differences, Rating Scales, Referral, *Screening Tests, Sex Differences, Spanish Speaking, *Statistical Data, Testing Programs, *Test Reliability, *Test Validity, Vision Tests
Identifiers—*Kindergarten Screening Instrument, *Test Manuals
The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The Kindergarten Screening Instrument (KSI) consists of five subscales: (1) the visual scale measures visual acuity at 20 feet; (2) the hearing scale measures the child's ability to hear tape recorded words; (3) the eye-hand coordination scale indicates the coordination of visual perception and fine muscles; (4) the language learning scale is a measure of language development in the child's primary language; and (5) the gross motor scale measures the use of large muscles in coordinated body movement. Both English and Spanish versions are available. This technical manual presents data on the reliability of the KSI (split-half reliability, internal consistency, test-ret-

est reliability, inter-scorer reliability, and its validity (content validity, criterion-related predictive validity, criterion-related concurrent validity, construct validity, convergent, and discriminant validity). Information is also included on norms, intercorrelation of the subtests, and referrals by sex and ethnic group. (Author/BW)

0623 ED 154 001

Perry, Pat Cater, Margot

Follow-Up Activities for the HISD Kindergarten Screening Instrument.

Houston Independent School District, Tex.

Pub Date—76

Note—108p.

Pub Type— Guides - General (050)

Document Not Available from EDRS.

Descriptors—Auditory Perception, Bibliographies, Books, Childrens Literature, Cooking Instruction, Early Childhood Education, Eye Hand Coordination, *Kindergarten Children, *Language Acquisition, *Learning Activities, Motor Development, Psychomotor Skills, *Screening Tests, *Skill Development, Teaching Guides, Visual Discrimination, *Visual Perception

Identifiers—*Kindergarten Screening Instrument

The Kindergarten Screening Instrument consists of five sub-scales and attempts to screen for possible difficulty in the areas of distant vision, hearing, eye-hand coordination, language learning, and gross motor performance. In response to many requests for follow-up activities after screening, this manual was prepared by Volunteers in Public Schools and the Department of Basic Skills of the Houston Independent School District. All of the activities in this manual have been used successfully in recent years by the Elementary and Secondary Education Act Title I Project HEART teachers. The activities cover each of the five areas of screening. The activities in the vision section are designed for the development of visual perception, visual discrimination, visual memory, eye tracking, and eye movement patterns. Activities in the hearing section are used to develop listening skills, while activities in the eye-hand coordination develop muscular control and manual dexterity. The language development activities include a list of children's books whose illustrators have been awarded the Caldecott Medal and the runners-up from 1938 through 1976; and a variety of classroom cooking activities. Gross motor activities provided ample opportunity to move, explore, manipulate, and discover. (Author/BW)

0624 ED 154 055

An Evaluation of the Competency Based Curriculum Summer In-Service Course "Foundations of Curriculum Writing."

District of Columbia Public Schools, Washington, D.C.

Pub Date—Sep 77

Note—57p.; Not available in hard copy due to author's restriction

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Competency Based Education, Competency Based Teacher Education, *Curriculum Development, *Elementary School Teachers, Elementary Secondary Education, *Inservice Education, Inservice Teacher Education, *Program Evaluation, Public Schools, *Secondary School Teachers, Teacher Developed Materials, Teacher Workshops

Identifiers—*District of Columbia Public Schools

In 1975, the Competency Based Curriculum (CBC) was adopted as a vehicle for achieving excellence in the District of Columbia public schools. A total of 213 elementary and secondary school teachers and 16 instructors participated in the inservice course "Foundations of Curriculum Writing for CBC." The participants were divided into six instructional groups by subject area. The main objective of the course was to provide the participants with the skills and competencies to produce CBC curriculum materials in selected subject areas. In their own self-assessment, participants felt they had gained the skills and knowledge to enable them to produce these curriculum materials. Participants registered a number of suggestions for improving the program, but were satisfied with the instructors, the instruction and the facilities. Those who were later chosen to write the CBC curriculum materials felt they had been well prepared for their task. Participants received two inservice credits for satisfactory completion of the course. (Author/GC)

0625 ED 154 071

Cooper, Bruce S.

Beyond Implementation: Analysis of Change in the District of Columbia Public Schools.

Pub Date—Mar 78

Note—175p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March, 1978); Page 142 may not reproduce well due to the print quality of the original document; For a related document see UD 018 230

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Change Agents, Change Strategies, Community Involvement, *Educational Finance, Educational Improvement, *Educational Innovation, Elementary Secondary Education, Federal Aid, *Federal Programs, Inservice Education, Leadership, Program Administration, Program Design, *Program Development, Program Effectiveness, *Program Evaluation, Public Schools

Identifiers—District of Columbia (Anacostia), *Response to Educational Needs Project

The Response to Educational Needs Project (RENP, formerly the Anacostia Community School Project) provides an opportunity to study the adoption, implementation, and institutionalization of plans for improvement of a group of schools in the District of Columbia. The related theory and research on the implementation of change in organizations is reviewed as it applies to the RENP. The three phases of RENP development: adoption, implementation, and institutionalization, are analyzed using the theory described. The greatest emphasis is placed on the theory of the institutionalization of change. Suggestions to policy makers about changes in inservice education, community involvement, and the administration of innovation are made. The potentialities and pitfalls of externally initiated change are also discussed. (MC)

0626 ED 154 087

Becker, Hank

Non-public Schools and Desegregation: Racial Factors and Changes in the Share of Big-City White Pupil Enrollment Going to Non-public Schools.

Pub Date—Mar 78

Note—42p.; Pages 6 and 7 may not reproduce well due to reproduction quality of the original; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March, 1978)

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Economic Factors, Elementary Secondary Education, *Enrollment, Enrollment Trends, Inner City, *Metropolitan Areas, Multiple Regression Analysis, *Private Schools, *Racial Factors, Statistical Data, Urban Demography, *Urban Schools, *White Students

The relationship of racial factors to recent trends in enrollment of white students in private schools is examined in this paper. Demographic and school enrollment data on 157 U.S. cities were gathered from the 1960 and the 1970 census. In addition, data from a 1968 survey of civil rights and school politics in non Southern cities were used in measuring the racial, educational and political climate in these cities. Because of initial differences, and because of distinct patterns of relationships between private school enrollment and various predictors, the South and the non South are analyzed separately. Race related variables considered in the multiple regression analysis include black and white public school enrollment and changes in the teacher and pupil racial segregation indices. Non race variables include city size, central city to suburb ratio, and the age of housing. A second set of regression analyses were made. These analyses employed the former variables together with economic data and measures of local immigrant or ethnic populations. It is concluded that racial factors in local demography during the 1960's did affect the level and direction of change occuring in the use of nonpublic schooling by white families. An elaboration of this model is suggested using sociopolitical variables. (Author/GC)

0627 ED 154 089

Bennett, David A.

Community Involvement in Desegregation: Milwaukee's Voluntary Plan.

Pub Date—27 Mar 78

Note—15p.; Paper presented at the American Educational Research Association Annual Meeting (Toronto, Canada, March 27, 1978). Not available in hard copy due to the print quality of the original document. Appendices B, C, D, and E have been deleted due to poor reproduction quality

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Community Involvement, Desegregation Litigation, *Desegregation Methods, *Desegregation Plans, *Educational Planning, Integration Studies, Racial Balance, *School Desegregation, *Voluntary Desegregation

Identifiers—*Wisconsin (Milwaukee)

The Milwaukee School System responded to a court finding of segregation by structuring a program of community involvement to help in the task of planning and implementing school desegregation. The city-wide planning group came to be called the Committee of 100. The central thesis of this paper is that the quality of community involvement is not accidental but is the consequence of purposeful structuring by individuals or groups of individuals. The administration of the Milwaukee Public schools determined that they would provide leadership in structuring involvement by carefully prescribing the planning domain and by so doing, create the probability of acceptable recommendations coming from the involvement groups. The success enjoyed by this volunteer plan to desegregate, is considered to be due to the successful structuring of community involvement combined with the care taken in developing a highly sophisticated student assignment system. Several appendices are included. (Author/AM)

0628 ED 154 142

Dayton Public Schools Career Development/Career Exploration Program. Teachers Handbook & Survival Manual.

Dayton Public Schools, Ohio.

Note—201p.; Some pages in this document will not reproduce well due to small and/or broken print

Pub Type— Guides - General (050)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors—*Career Development, *Career Education, *Career Exploration, Educational Objectives, *Educational Resources, Elementary Secondary Education, Guides, *Instructional Materials, Learning Activities, Program Content, Program Descriptions, Work Experience Programs

Identifiers—Ohio (Dayton)

This career education handbook for elementary and secondary education teachers in Dayton, Ohio, was developed to provide them with career development and career exploration program information. Following a brief overview of career education and its components, the content is presented in five sections. The first one on curriculum presents a comprehensive career exploration program for grades nine and ten and includes program objectives, program scope and sequence, teacher objectives, seven developmental areas, career cluster guide, and general learning activities as well as activities, field trips, speakers, and related jobs for each subject area. Section 2 on special programs describes an on-the-job experience program and an experience-based career education program, including pertinent forms. The third section provides information regarding available educational resources (includes some or all of the following: code number, title, content description, grade level, length, sound, color, and source) and directions for obtaining these materials. The resources covered are films, filmstrips, multi-media kits, book bags and packs, books, games, career kits, posters and pictures, cassette tapes, filmloops and slides, and teacher reference materials. Also, this section concludes with a list of occupations for which computerized information is available. The last section contains thirty forms that have been used in the career education program. (EM)

0629 ED 154 254
Pre-Employment Skills. An Instructional Pac for Volunteers.
Cincinnati Public Schools, Ohio. Dept. of Research and Development.
Spons Agency—Ohio State Dept. of Education, Columbus.
Pub Date—[74]
Note—59p.; Parts are marginally legible due to type size
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Biographical Inventories, *Community Involvement, Curriculum Guides, Employment, Employment Interviews, Employment Practices, Employment Services, Fringe Benefits, *Job Application, *Job Search Methods, *Learning Activities, Minimum Wage, *Records (Forms), School Business Relationship, School Community Relationship, Secondary Education, *Volunteers, Work Attitudes, Work Experience, Worksheets
The purpose of this instructional "pac" is to provide individuals with the skills and information needed when seeking employment. The curriculum, designed for ten sessions, is intended to be taught by volunteers from the local community, business, industry and the civil service. Different activities are used in the class sessions and include discussions, role-playing and individual task work. Following a pretest, session 1 gives an overview of the course and discusses the following items: birth certificate; work certificate; school data card; social security card; and a personal inventory. In session 2, how to write a personal inventory is presented. Session 3 explains the role of the Civil Service Commission and covers how to fill out applications. Session 4 deals with employment agencies and writing a resume. A discussion of unions is provided in session 5. Session 6 covers newspaper classification ads, reading want ads, and writing a letter of application. Interviews and interview techniques are discussed in sessions 7 and 8. Session 9 covers fringe benefits, fair employment practices and the minimum wage. Work attitudes are discussed in session 10 which is followed by a posttest and feedback from the volunteers. (JH)

0630 ED 154 255
Strong, Brack
Career Development. Group Guidance Packet. Area: Decision Making.
Cincinnati Public Schools, Ohio.
Pub Date—Feb 78
Note—23p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavioral Objectives, Career Choice, Career Development, Class Activities, Course Content, *Decision Making, *Decision Making Skills, Learning Activities, *Lesson Plans, Secondary Education, Teaching Guides, *Teaching Methods
This packet is a career development teaching guide on decision-making developed for high school teachers. A brief introduction to skillful decision-making is followed by five lessons on decision-making. Each lesson includes one or more of the following: goal, behavioral objectives, teaching activities, and teaching procedures (includes content and learning activities). The lessons are (1) Three Steps to Take in Making a Decision, (2) What Are Values: How Do They Affect the Decisions I Make?, (3) The Four Categories of Information Used in Decision Making, (4) The Conditions under Which Decisions Are Made, and (5) Four Strategies Used in Decision Making. A career information lesson on using the occupational outlook handbook concludes this booklet and includes a goal, a behavior objective, and group guidance teaching activities. A form for students to evaluate the packet is attached. (EM)

0631 ED 154 488
State Compensatory Education. Final Technical Report 1975-76. Appendixes.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 76
Note—151p.; For a related document, see EA 010 580; Not available in paper copy due to small print in parts of the original document
Available from—Office of Research and Evaluation, Austin Independent School District, 6100 Guadalupe, Austin, Texas 78752 ($2.65)
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Administrator Attitudes, Basic Skills, Bilingual Education, *Compensatory Education, Data Analysis, *Educational Assessment, Elementary Education, Enrollment Influences, Interviews, *Measurement Instruments, *Program Evaluation, Questionnaires, School Aides, Statistical Data, Student Attitudes, Tables (Data), *Teacher Attitudes
Identifiers—Austin Independent School District TX
This material consists of ten appendixes to the Final Report for 1976-77 on the implementation of the Texas state-supported compensatory education program in the Austin Independent School District as evaluated by that district's Office of Research and Evaluation. The instruments used in the evaluation process are described or presented in full, the methods of their application discussed, and the results explained in tabular or narrative form. These instruments consisted of (1) the California Achievement Test, (2) the School Sentiment Index, (3) principal interviews, (4) teacher interviews, (5) aide questionnaires, (6) area director/instructional coordinator questionnaires, (7) reading teacher interviews, (8) education planner interviews, (9) an attendance study for one school, and (10) a Workshop Evaluation Scale. (PGD)

0632 ED 154 492
Internal Communication Study. 1974-75 Evaluation Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—2 Jun 75
Note—76p.; Page 2 removed due to copyright restriction; Page 23 may be marginally legible due to light type
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrator Attitudes, *Administrators, Attitudes, Check Lists, Communication (Thought Transfer), Elementary Secondary Education, Guidelines, Interschool Communication, *Organizational Communication, Program Descriptions, Questionnaires, School Districts, School Secretaries
Identifiers—Austin Independent School District TX
This report attempts to identify some communication problem areas in the Austin Independent School District, based on an open-ended interview questionnaire and a network analysis. Guidelines based on a review of the literature are included for communicators at all levels of the organizational structure. Backup summaries of that review are also presented. Sample checklists and instruments for evaluation of some communications areas form an appendix. (Author/PGD)

0633 ED 155 657
Lee, Ann M. And Others
1973-74 ESAA I Pilot Project Assist Evaluation Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—74
Note—292p.; A number of pages may not reproduce well due to poor type; For related document, see CS 004 177
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Administrator Attitudes, Elementary Education, Junior High Schools, *Measurement Instruments, Mexican Americans, Program Descriptions, *Program Evaluation, Questionnaires, *Reading Instruction, *Reading Programs, *Reading Research, Reading Tests, Self Concept Measures, Staff Development, Student Attitudes, *Teacher Aides, Teacher Attitudes
Identifiers—Emergency School Aid Act 1972
"Project Assist," conducted in two elementary schools and one junior high school, tested the hypothesis that students in schools with trained instructional reading aides will read better than students in schools with either untrained aides or no aides. This report presents data on the project gathered during the 1973-1974 school year. Separate sections present a glossary of terms, an abstract, a program description, recommended answers to "decision questions" regarding continuation of the project, a summary of stated program objectives and the degree to which they were met, and miscellaneous additional information. Appendixes present reports on a variety of aspects of the program, including the following: tests of basic concepts, reading achievement, self concept, and reading attitudes that were administered to students; pupil attendance; observation of aides; teacher, aide and principal questionnaires; parent, student, teacher, and aide interviews; aides' daily activities; and topics used for staff development. Numerous tables are included in the report and the appendixes. (GW)

0634 ED 155 658
Lee, Ann M. And Others
1974-75 ESAA II Pilot Project Assist Final Report.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—75
Note—78p.; A number of pages may not reproduce well due to poor type; For related document, see CS 004 175
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Affective Objectives, Cognitive Objectives, *Educational Objectives, Elementary Education, Junior High Schools, Mexican Americans, *Program Descriptions, *Program Evaluation, *Reading Instruction, Reading Programs, *Reading Research, *Teacher Aides, Training
Identifiers—Emergency School Aid Act 1972
"Project Assist," conducted in two elementary schools and one junior high school, tested the hypothesis that students in schools with trained instructional reading aides will read better than students in schools with either untrained aides or no aides. This report presents data on the project gathered during the 1974-1975 school year. The first section poses "decision questions" regarding continuation of the project; recommends answers to the questions, and offers data support; of the recommendations. The next two sections describe the project and show in narrative and tabular form the context in which the project operated. The following section of the report summarizes the program objectives (including cognitive and affective outcome objectives, process objectives, and input objectives), notes their level of attainment, and describes the evidence through which the levels of attainment were determined. Summary data and a glossary of terms conclude the report. Although the project data failed to substantiate the initial hypothesis, several positive aspects of the project are noted. (GW)

0635 ED 156 362
Juarez, Manuela Raimondis, Nina Mendoza
Effects of the Language of the Instructions on Test Performance: California Achievement Tests. Mini-Study.
Edgewood Independent School District, San Antonio, Tex.
Pub Date—[74]
Note—146p.
Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Achievement Tests, Bilingual Students, *English, Grade 2, *Language Dominance, Literature Reviews, *Mexican Americans, Performance Factors, Pretesting, Pretests Posttests, Primary Education, *Regional Dialects, *Spanish, Tables (Data), Testing, Test Results
Identifiers—*California Achievement Tests, Test Instructions, Texas (San Antonio)
The study examined whether the California Achievement Test (CAT) results would be affected if the test instructions were administered in the language the children best understood. In a pre-posttest sequence, 77 Mexican American second graders between the ages of 7 and 8 of a low socioeconomic background attending the same elementary school in west San Antonio were administered the CAT Reading Section, Level I, Form A. In the pre-test, the individual classroom teachers gave the instructions only in English. In the posttest, 28 children received the instructions in Spanish, 25 in English, and 21 in the local Spanish dialect. Language dominance of the posttest subjects was informally rated by their teachers. Pre- and posttest scores were subjected to Pearson correlations and to analysis of variance. Findings included: there was a significant difference of .008 in favor of the posttest group receiving instructions in English on the vocabulary subtest; the group receiving instructions in the local dialect omitted fewer items than the English or Spanish group on the reading subtest; significant differences were obtained in favor of the English group in the vocabulary and reading subtests; and an analysis of the gains for each group revealed that, in general, higher gains were obtained by the group receiving instructions in the local dialect. The instructions in Spanish and in the local dialect and the language dominance rating instrument are appended. (NQ)

0636 ED 156 382
Funches, Peggy And Others
Minority Contributions to Science, Engineering, and Medicine.
San Diego City Schools, Calif.
Pub Date—78
Note—179p.
Pub Type— Books (010)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Achievement, American Indians, Asian Americans, *Biographical Inventories, Blacks, Cultural Awareness, *Engineering, Ethnic Studies, Health Personnel, Instructional Materials, Leadership, *Medicine, *Minority Groups, Pharmacy, *Physical Sciences, Resource Materials, Role Models, Sciences, Spanish Speaking
Offering an historical perspective on the development of science, engineering, medicine, and technology and providing current role models for minority students, the bulletin lists the outstanding contributions made by: (1) Blacks - medicine, chemistry, architecture, engineering, physics, biology, and exploration; (2) Hispanos - biomedical research, botany, biology, physics, chemistry, space education, physiology, mathematics, pharmacology, meteorology, oceanography, sociology, geology, anthropology, psychology, engineering, electronics, and computers; (3) Asian Americans - astronomy, engineering, technology, mathematics, medicine, health, physics, dentistry, chemistry, and space education; (4) American Indians - engineering, botany, physics, architecture, chemistry, biology, agronomy, forestry, environmental science, weather forecasting, science education, audiology, otolaryngology, archeology, nursing, mathematics, anthropology, psychology, dentistry, medicine, and pharmacology. Also listed are Hispanic Nobel Prize winners, scientists of the 20th century, and professors; Moslem and Jewish scientists of Medieval Spain (circa 900-1400), statistics on the representation of Hispanos in science; programs designed to meet the Hispanos' health service needs; programs for Indian students and agencies to contact for possible financial aid; groups of special interest to Indian students; and available resources and creative ways to incorporate knowledge and appreciation of minority contributions into the regular instructional program. (NQ)

0637 ED 157 707
Science Curriculum Guide, Primary Grades: K-3. Curriculum Bulletin Number 25.
Cincinnati Public Schools, Ohio. Dept. of Instruction.
Pub Date—76
Note—632p.; For related document, see SE 024 512; Contains occasional light and broken type
Pub Type— Guides - General (050)
EDRS Price - MF03/PC26 Plus Postage.
Descriptors—Biological Sciences, *Curriculum, Earth Science, Elementary Education, *Elementary School Science, Instruction, Learning, Nongraded Instructional Grouping, Physical Sciences, *Primary Education, *Science Education
Identifiers—*Ohio (Cincinnati)
This publication is designed as a guide for the instructional program in science. The first part contains performance goals and conceptual schemes. Emphasis is placed on the teaching of science as content and as process. The processes outlined are: observing, classifying, measuring, inferring, predicting, and identifying variables. Experimental work is stressed where the classroom and the community as a whole serve as a laboratory for the children. The interrelation of science with other areas of the curriculum is encouraged, especially those learning activities which are appropriate for career motivation. The units in the guide are not grade-placed but represent a four-year span, K-3. They include the three major strands of science: Physical, Earth, and Life Science. For each strand, the concepts, performance objectives, materials, and learning activities are stated in detail. Evaluation is to be a continuous but informal activity on the part of the teacher. (GA)

0638 ED 158 023
Hadley, Sharon And Others
Middle/Junior High School Parenthood Education Curriculum Guide for Consumer and Homemaking Education.
Fayette County Public Schools, Lexington, Ky.; Kentucky State Dept. of Education, Frankfort. Bureau of Vocational Education.
Pub Date—78
Note—141p.; Not available in hard copy due to reproducibility problems; For a related document see CE 017 495
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Birth, *Child Development, Contraception, Curriculum Guides, Environmental Influences, *Family (Sociological Unit), Family Environment, *Family Life, Family Life Education, Family Problems, Instructional Materials, Intermediate Grades, Junior High Schools, Needs, Parent Attitudes, *Parent Child Relationship, *Parent Responsibility, Parent Role, Parents, Pregnancy, Reproduction (Biology)
Identifiers—Kentucky
Intended for use by teachers on the middle or junior high school level in Kentucky, this curriculum guide outlines a four-week course in parenthood education. The eight units included are as follow: (1) responsibilities of parenthood, including parental roles and financial responsibilities; (2) human reproduction; (3) family planning and birth control; (4) pregnancy; (5) childbirth; (6) the needs of an expanding family; (7) providing a stimulating environment for child development; and (8) family crisis, such as death, illness, and divorce. For each of these units, behavioral objectives are identified and stated in terms of student competencies, and the specific teaching strategies are accompanied by supporting generalizations and references to outside resources (those for teacher use, rather than student use, are indicated). A list of these resources is provided at the end, including books, pamphlets, filmstrips, and other miscellaneous teaching aids. The appendix contains instructional activities for classroom use, such as worksheets, role playing, discussion questions, pretests, and quizzes. (ELG)

0639 ED 158 427
Mazzarella, Jo Ann Barber, Larry
Facing Declining Enrollment: Considerations and Procedures.
Eugene School District 4J, Oreg.
Pub Date—May 78
Note—66p.
Pub Type— Miscellaneous (999)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Declining Enrollment, Educational Planning, Elementary Secondary Education, Enrollment Projections, Reduction in Force, School Closing
Identifiers—Eugene Public Schools OR
Since 1969, Eugene Public Schools District 4J, Oregon, has experienced enrollment decline. More specifically, partly because of population migration patterns, the district is suffering from two interrelated problems: (1) overall loss of students and (2) under-capacity schools in some neighborhoods and over-capacity schools in others. Enrollment decline problems are very complex and affect and are affected by a number of different issues. The oversupply of staff and space in some schools makes necessary the careful consideration of whether and how to begin reduction in force and school closure. Deciding whether to undertake these courses of action and how to implement them requires a myriad of additional decisions, involving enrollment projections, program and staffing projections, school costs, public relations programs, equality of educational opportunity, alternative use of school space, land use and development, the neighborhood school concept, busing, and student/teacher ratios. These decisions even touch on such diverse considerations as inservice training, the comprehensive high school, and need for a management information system. Each decision will affect every other decision. Handling these problems effectively depends largely on good communication and careful planning. (Author/JM)

0640 ED 158 831
Gallimore, Ronald And Others
Solving Problems in Hawaiian-American Classrooms: Excellent Teaching and Cultural Factors. Technical Report #2.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—Feb 75
Note—21p.; For related documents, see PS 009 533 and PS 009 535-573
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Change, Behavior Patterns, Behavior Problems, *Classroom Research, Consultants, Contingency Management, Cultural Influences, *Demonstration Programs, *Early Childhood Education, Educational Improvement, *Educational Strategies, Hawaiians, *Inservice Teacher Education, Teaching Methods
Identifiers—Hawaii, Kamehameha Early Education Program
This paper describes a community research project which preceded the development of the Kamehameha Early Education Project (KEEP). The community project was designed to assist teachers in solving classroom behavior and academic problems. The initial focus on workshops and theories proved inadequate for dealing with daily classroom problems. A subsequent approach involved classroom consultants who worked with teachers in designing strategies for more effective teaching and classroom management. These strategies consisted of a 3-step process: identifying the target behavior, recording the occurrence of the behavior in the classroom, and developing an intervention strategy. It is suggested that this approach not only reduced problem behaviors but also significantly increased the teachers' sensitivity and responsiveness to individual and cultural differences. (BD)

0641 ED 158 832
Gallimore, Ronald And Others
A Proposal to Build an Education Research and Development Program: The Kamehameha Early Education Project Proposal. Technical Report # 3.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—[74]
Note—12p.; This report is adapted from the original proposal written in 1969; For related documents, see PS 009 533-534 and PS 009 536-573
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consultation Programs, *Demonstration Programs, *Early Childhood Education, *Educational Improvement, Hawaiians, Information Dissemination, Laboratory Schools, Program Descriptions, *Program Proposals, *Teaching Methods
Identifiers—Hawaii, *Kamehameha Early Education Program
This report summarizes the programmatic features of a proposal for the Kamehameha Early Education Project (KEEP), a program aimed at the development, demonstration, and dissemination of methods for improving the education of Hawaiian and part-Hawaiian children. A brief description of the proposed project goals, structure, organization, and orientation is presented. Specific project components examined include: the demonstration school and the consultation program; the latter is intended to involve both the collection and collation of information and the dissemination of this information to teachers in the public schools. The issue of the project evaluation is touched upon briefly. (Author/JMB)

0642 ED 158 833
Gallimore, Ronald And Others
Operational Features of the Kamehameha Early Education Project. Technical Report #4.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—[74]
Note—11p.; For related documents, see PS 009 533-535 and PS 009 537-573
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, *Early Childhood Education, *Educational Improvement, Hawaiians, Inservice Teacher Education, Personnel Selection, *Program Administration, *Research Needs
Identifiers—Hawaii, *Kamehameha Early Education Program
This report summarizes the operational features of the initial phases of the Kamehameha Early Education Project (KEEP). The rationale for KEEP's focus on conducting research on programs similar to those in the public schools rather than on developing radically innovative educational programs is discussed. Start up procedures such as recruitment of staff and selection of students are described briefly. Goals of the first year's research project, examining the effects of teacher inservice training, are noted. (JMB)

0643 ED 158 835
Lam, David And Others
The Uses and Limits of Increasing Student Motivation. Technical Report #6.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—[74]
Note—31p.; For related documents, see PS 009 533-537 and PS 009 539-573
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Demonstration Programs, Early Childhood Education, *Educational Improvement, *Grade 1, Hawaiians, *Kindergarten Children, *Motivation Techniques, Research, *Social Reinforcement, Student Motivation, Teacher Behavior
Identifiers—Hawaii, *Kamehameha Early Education Program
The relationship between Hawaiian children's motivation in school and their teachers' use of contingent social reinforcement was examined in the Kamehameha Early Education Program (KEEP). Student motivation was measured by observation of an unspecified number of subjects' on-task behavior-i.e., how often they worked, attended to the teacher, or behaved as the situation required. Teachers who had received inservice training on the use of contingent social reinforcement were also observed on a regular basis and the frequency of their use of social reinforcement was recorded. Weekly summaries of the rate of positive social reinforcement and the percentage of children on-task were posted publicly. The data collected from these observations showed that the KEEP children's average on-task rate was 90 percent and that the percentage of disruptive behavior declined over the 6-month observation period to the point where an observer would see, on the average, only one child or no children being disruptive in the KEEP class. Although the teachers' rate of positive social reinforcement did not correlate with the children's on-task measures on a day-to-day level, the children's work behavior did show a drastic drop when an inexperienced teacher was present and a return to its previously high level when the original teacher, experienced in the use of social reinforcement, returned. It was thus concluded that the students' high level of motivation was attributable to the teachers' frequent use of verbal encouragement and praise. (JMB)

0644 ED 158 836
Sueoka, Sarah And Others
Training of Classroom Relevant Behaviors with the "Staats Box." Technical Report #9.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—[74]
Note—15p.; For related documents, see PS 009 533-538 and PS 009 540-573
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Antisocial Behavior, *Behavior Change, Case Studies, *Classroom Observation Techniques, Early Childhood Education, Hawaiians, Hyperactivity, *Kindergarten Children, Reinforcement, Research, Teacher Role, *Verbal Operant Conditioning
Identifiers—Hawaii, *Kamehameha Early Education Program
This case study of a kindergarten boy in the Kamehameha Early Education Program (KEEP) suggests that specific operant training in school-relevant behaviors can facilitate classroom adjustment if the training is coordinated with the regular classroom teacher. The subject, considered unmanageable, hyperactive, and aggressive by the staff at his preschool, enrolled in the KEEP kindergarten and was given simple operant training in a "Staats Box" apparatus. In the Staats Box technique, the child works alone with the teacher outside the classroom. He sits next to a partition containing a slot, through which the teacher (who is visible to him) drops marbles into a jar at appropriate intervals. The target behaviors-sitting, attending, raising hand and making correct verbal responses-were explained to the subject, who was rewarded with a marble each time he responded appropriately to the teacher's questions. Materials used in the training were closely coordinated with the ongoing language experience in the regular classroom. The subject was observed for 20 minutes daily for 10 days prior to the Staats Box sessions, through six days of the training itself, and eight days subsequent to the training. Results indicate that frequencies of the target behaviors in the subject's regular kindergarten class increased both during Staats Box training and after the end of the training, and that the boy successfully adapted to the regular classroom. (CM)

0645 ED 158 869
Major KEEP Findings, 1971 - 1975.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—[74]
Note—4p.; For related documents, see PS 009 533-571 and PS 009 573
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Curriculum, *Demonstration Programs, *Early Childhood Education, *Educational Improvement, Family Influence, *Hawaiians, Information Dissemination, Inservice Teacher Education, Pidgins, Research, Student Motivation, Teaching Methods
Identifiers—Hawaii, *Kamehameha Early Education Program
This report lists the 34 major research findings from the Kamehameha Early Education Program (KEEP) for the years 1971-1975. Each finding is accompanied by a listing of KEEP technical reports and working papers which contain information relevant to that finding. Included among areas covered in the findings are: (1) student motivation, (2) teacher training, (3) student achievement, (4) curriculum, (5) teaching methods, (6) ethnic dialects, (7) family background, and (8) information dissemination. (JMB)

0646 ED 158 870
Gallimore, Ronald Tharp, Roland G.
KEEP Five-Year Summary Report.
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
Spons Agency—California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
Pub Date—Mar 76
Note—9p.; For related documents, see PS 009 533-572
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, *Demonstration Programs, *Early Childhood Education, Educational Improvement, Guidelines, Hawaiians, *Research Design, *Research Projects, Research Utilization
Identifiers—Hawaii, *Kamehameha Early Education Program
This brief summary outlines the activities and findings of the research and development efforts of the Kamehameha Early Education Program (KEEP) from 1971 to 1976. The paper suggests that the original goals of the program were met and that the initial operating procedures agreed upon by KEEP and the Hawaii State Department of Education were followed throughout the 5-year period. The phasing of the program and the guidelines which shaped the research projects are described and some research findings are briefly summarized. (BD)

0647 ED 159 230
Handbook for the Human Relations Approach to Teaching.
Buffalo Public Schools, N.Y. Human Relations Project of Western N.Y.
Spons Agency—Buffalo Public Schools, N. Y. Div. of Curriculum Evaluation and Development.
Pub Date—70
Note—97p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Class Activities, Curriculum Guides, Elementary Secondary Education, *Humanistic Education, *Human Relations, Intergroup Education, *Interpersonal Relationship, *Sensitivity Training, *Teaching Guides, Units of Study
This is an activities guide for teachers who are looking for techniques and strategies that will help them to "humanize" the curriculum. Section I gives activities to develop positive self concept. The activities proposed in Section II are intended to make students aware of their own feelings toward others. Section III suggests techniques for making students aware of discrimination. In Section IV the problems and importance of nonverbal as well as verbal communication are addressed. Activities designed to

help the process of values clarification are proposed in Section V. Section VI consists of group tasks or problems which are to be solved by groups. Possibilities for the use of music, art, poetry, and drama are listed in Section VII. (MC)

0648 ED 159 525
DARTE (Drug Abuse Reduction Through Education) Scenario.
Wayne County Intermediate School District, Detroit, Mich.
Spons Agency—Michigan State Dept. of Education, Lansing.
Pub Date—[73]
Note—98p.; For related documents, see CG 012 734 and CG 012 732; Best copy available
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Decision Making Skills, *Drug Abuse, *Drug Education, Elementary Secondary Education, Guides, *Leadership Training, Outreach Programs, Prevention, Student Projects, Teaching Methods, Values, *Workshops
Identifiers—*Project DARTE
This packet provides information and a sample scenario of a drug abuse education leadership training workshop, and is intended for use by local school district personnel. The workshop is intended to train leadership teams of educators, parents, and young people so that they, in turn, can plan and implement drug abuse education programs, as well as train others in their local school districts. Preworkshop planning, the workshp and follow-through are included, but goals, objectives, evaluations and training materials are not. (LFB)

0649 ED 159 526
Values Clarification (Decisions, Drugs, Values).
Wayne County Intermediate School District, Detroit, Mich.
Spons Agency—Michigan State Dept. of Education, Lansing.
Pub Date—[71]
Note—60p.; For related documents, see CG 012 732 and CG 012 733; Best Copy Available
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Affective Behavior, Curriculum Guides, *Decision Making Skills, Drug Abuse, *Drug Education, Elementary Secondary Education, *Goal Orientation, Humanistic Education, Intervention, Prevention, Social Studies, Units of Study, *Values
Identifiers—*Project DARTE
This booklet presents a rationale that links values, decision-making and education together in the context of drug abuse education. It explores the idea of building drug abuse education programs with prevention as the focus. It also provides detailed suggestions for how values clarification strategies can be used by teachers in classrooms to help children and young people gain greater control over personal decision-making processes. A resource list is included. (Author/LFB)

0650 ED 160 070
Towney, James W.
Telecommunications for the Severely Handicapped. Final Report.
Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Bureau No.—446AH50060
Pub Date—Jan 77
Contract—OEC-0-74-7539
Note—180p.; Photographs and charts may reproduce poorly
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—*Computer Assisted Instruction, Diffusion, *Educational Innovation, Elementary Secondary Education, Federal Government, *Program Development, Programing Languages, *Severe Disabilities, Systems Development, Technological Advancement, *Telecommunications, *Telephone Communications Systems
The project described was designed to develop prototype electronically controlled learning environments in home settings, in order to provide instruction for persons with assumed severe developmental retardation and attendant multiple handicaps. The first of nine sections in this report contains the justification for the project, abstracted critical components of the request for proposals, and a list of the major objectives proposed for the project. Specific steps and major events are listed in chronological order in Section 2. Sections 3, 4, and 5 report the procedures and outcomes of system development, child referral and family demographic information, and instructional home intervention. Contributed services from the University of Kentucky Center for the Handicapped are described in Section 6, child performance profiles are listed in Section 7, costs estimates for a prototype system are provided in Section 8, and a summary and recommendations are presented in Section 9. Appendices include a discussion of the rationale for the development of telecommunications technologies and descriptions of five prototype systems; a chart summarizing the major activities associated with technological development and their attendant problems; and a telecommunications operations manual. (Author/CMV)

0651 ED 160 268
Gurnoe, Katherine J. Skjervold, Christian, Ed.
Indian Legends.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Pub Date—76
Note—37p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indian Education, *American Indians, *Cultural Background, *Elementary Education, Illustrations, *Legends, *Supplementary Reading Materials, Teacher Developed Materials, Tribes
Identifiers—Ojibwa (Tribe), Sioux (Tribe), Winnebago (Tribe)
Presenting American Indian legends, this material provides insight into the cultural background of the Dakota, Ojibwa, and Winnebago people. Written in a straightforward manner, each of the eight legends is associated with an Indian group. The legends included here are titled as follows: Minnesota is Minabozho's Land (Ojibwa); How We Got the Rainbow (an extension of the Ojibwa Minabozho legend); How the Birds Came to Have Their Many Colors (no tribal designation); The Story of Coyote and Moradjawinga (Earth Wanderer-a Winnebago legend); The Four Winds (Sioux); The Great Circle (Dakota); Legends of the Pipestone Quarry: The Three Maidens and The Dakota Buffalo Maiden Story (both Dakota). Each of the narratives includes complementary illustrations. A five-item bibliography is also included. (JC)

0652 ED 160 269
Gurnoe, Katherine J. Skjervold, Christian, Ed.
American Indian Recipes.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Pub Date—74
Note—28p.
Pub Type— Books (010)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adult Education, *American Indians, *Cooking Instruction, *Cultural Background, Elementary Secondary Education, *Food, *Geographic Regions
Identifiers—Native Americans, *Recipes
Presenting some 60 to 70 Native American recipes, this document includes a brief introduction and a suggested reading list (15 citations related to American Indian foods). The introduction identifies five regional Native American cuisines as follows: in the Southwest, peppers and beans were made into chili, soups, guacamole, and barbecue sauces by the Pueblo, Papago, and Hopi tribes; in the Northwest, seafood recipes were the contributions made by the Tlingit, Kwakiutl, Salich, and other tribes; in the Great Plains, roasted buffalo was the contribution made by the Sioux and the Cheyenne; in the South, the Cherokee and other tribes contributed stews, soups, and an assortment of cornbreads; in the Northeast, the clam bake and baked beans were contributions made by the Narranganseits, Penobscots, and Powhatans. Exemplary recipes found in this document include fry bread (Navajo, Chippewa, and Dakota style), water cress soup, berry soup, fried wild rice casserole, venison and beef jerky, Zuni mutton stew, buffalo steak with wild rice dressing, smoked venison, muskrat, quail, fruit leather, thistle salad, wild teas, Seminole sour bread, Shawnee blue bread, etc. (JC)

0653 ED 160 562
T.A.P.-Teacher Appraisal Process.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Sep 78
Note—46p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Achievement Rating, Classroom Environment, *Classroom Observation Techniques, Classroom Techniques, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Public Schools, Teacher Behavior, *Teacher Evaluation, *Vocational Aptitude
The methods and instruments used for the appraisal of teachers' performances in the classroom are outlined in this booklet. Four major considerations of this evaluation process are discussed in the introduction: (1) rationale for a process of appraisal; (2) definition of the appraisal process; (3) description of the appraisal process; and (4) utilization of outcomes of appraisal. Samples of forms used in the evaluation of teachers are included. The forms are organized in such a way that the observer/evaluator may consider the characteristics of the students and the physical facility, as well as the behavioral objectives of the teacher, the materials and resources used, and assessment procedures and instruments to be used. A glossary of terms is provided. (JD)

0654 ED 160 653
The Design and Implementation of the Validation of the Competency-Based Curriculum In Language Arts/English and Science.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Jun 78
Note—269p.; Some tables are marginally legible
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Behavioral Objectives, *Competency Based Education, Curriculum Development, *Curriculum Evaluation, Elementary Secondary Education, *English Curriculum, *Language Arts, Mastery Learning, Pilot Projects, Program Development, *Program Validation, *Science Curriculum, Tables (Data), Urban Schools
Identifiers—District of Columbia Public Schools
The validation of the competency based curriculum (CBC) of the District of Columbia Public Schools, prior to full scale implementation, is described. The CBC includes English, language arts, and science instruction in grades one through nine, and is based upon the demonstrated learning of specific behavioral objectives in the basic skills. The curriculum is individualized and proceeds in a progressive sequence, developing the ability to function successfully in life roles. The design and development of the validation are described, as well as the results, which are presented to identify the materials in need of revision or replacement. A number of instructional triads-including behavioral objectives, instructional activities, and assessment tasks-for various competencies and learning hierarchies are presented. The results generally indicate that the implementation of CBC in the Public Schools of the District of Columbia is feasible. This study has shown that: (1) the CBC materials seem generally to appeal to both students and teachers, according to teacher ratings; (2) while the CBC approach provides a useful instructional framework for teachers, it also includes the latitude for the development and implementation of creative approaches to teaching; and (3) the CBC approach provides students with a clear understanding of the behaviors they are expected to acquire. (Author/GDC)

0655 ED 161 143
The Competency-Based Curriculum: Developing a Mosaic. Educational Forum Proceedings (Dunbar Senior High School, District of Columbia, April 7-8, 1978).
District of Columbia Public Schools, Washington, D.C.
Pub Date—Apr 78
Note—101p.; Photos and Charts on pages 88-89 may not reproduce clearly
Pub Type— Collected Works - Proceedings (021)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Competency Based Education, Conference Reports, Counseling, *Curriculum Development, Federal Programs, Organization, Performance Tests, Program Evaluation, Student Evaluation
Identifiers—*District of Columbia
Included in this publication are presentations and summaries given at a forum designed to provide information about the status of the competency-based curriculum and its implications for competency-based education. On the topic "Instructional Support for CBC: Where the System is Now," three presenters, James T. Guines, Wilbur A. Millard, and P. Gary Freeman, offered their views. William G. Spady spoke on "The Organizational Implications of a Competency-Based Approach." Mary F. Berry analyzed "The Federal Commitment to Student Achievement." James H. Block probed "Competency-Based Curriculum Competency Based Education: The State of the Art." On "CBC Validation, Monitoring and Evaluation," opinions were offered by four speakers: Herman Cobb, Marilyn T. Brown, Frank Snyder, and Mildred P. Cooper. Robert B. Farr reported on "Student Assessment and the Competency-Based Curriculum." Two participants, Susie B. Morgan and Nathaniel E. Hill, spoke on "Counseling and the Competency-Curriculum." Ruth S. Nickse addressed "Assessment of Life Skill Competencies through Applied Performance Testing." A summary of reactions to the forum is also included. (JM)

0656 ED 161 151
Pedersen, Neil G.
A Model for the Development of a Competency-Based High School Diploma Program at the Local School District Level.
Pub Date—Mar 78
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Toronto, Ontario, March 27-31, 1978)
Pub Type— Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adoption (Ideas), Board of Education Policy, Community Involvement, *Competency Based Education, *Graduation Requirements, Models, Performance Tests, Program Development, Secondary Education, Testing Programs
Identifiers—Virginia (Richmond)
This model is based on the belief that all those affected by a competency-based high school diploma program should help formulate it. School systems should begin by considering two fundamental questions: (1) What competencies should all graduates possess? (2) How can these competencies be tested? The first step is the establishment of an advisory committee made up of teachers, administrators, students, and parents. Other competency-based programs should then be reviewed. The next step is asking six groups their opinions concerning the academic competencies seniors ought to have. These groups include community residents, teachers, students, high school seniors, and potential employers of graduates. A consultant can be hired to develop assessment instruments and sampling procedures. Using respondents' suggestions the advisory committee can identify program goals. A committee of teachers should then be appointed for each program goal area to specify competencies and construct valid performance indicators. The committee must also modify the curriculum to include the required competencies and set up a four-year testing program. The plan should then be offered to the public for comment and revision and finally submitted to the school board for approval. The competencies of current seniors should then be assessed as a pilot test of the performance indicators. (Author/JM)

0657 ED 162 064
Tucson Career Education Project. Tucson, Arizona, School District No. 1. First Funding Year, June, 1976. Final Project Performance Report.
Tucson Public Schools, Ariz.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Pub Date—Jun 76
Grant—G007502314
Note—59p.; Not available in hard copy due to broken print in original document; For related documents see ED 114 586 and ED 120 411
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Attitude Change, Bilingual Education, *Career Awareness, Career Counseling, *Career Education, Career Exploration, Dropout Programs, Elementary Secondary Education, Employment Opportunities, *Fused Curriculum, Job Placement, Job Search Methods, Learning Activities, Minority Group Children, Occupational Information, Spanish Speaking, Teacher Attitudes
Identifiers—Arizona, Education Amendments 1974, Tucson School District No 1
The project was designed to accomplish three major goals: to broaden occupational understandings of pupils K-12, to expand employment opportunities of minority youth dropouts or potential dropouts, and to develop long-term cooperation and communication between the school and community employers or agencies. Major project accomplishments fell into four categories: (1) changes in teacher attitudes toward career education, (2) changes in learner behavior, (3) specific products, and (4) activated processes and strategies. At the elementary level, emphases in five target schools were on curriculum infusion and career awareness. In junior high and high school, curriculum infusion and career awareness were carried on with teachers and in class groups. Other functions such as job survival, career exploration, counseling, and placement were accomplished in small groups. The dropout component required an individualized approach, but some job survival counseling occurred in small groups. Generally, the project objectives were attained. One project accomplishment was the training of teachers, administrators, and counselors in using infusion strategies and in assisting youth with career selection and goal-seeking. Also noted was the school personnel's accompany attitude shifts from negative/apathetic to positive. Minority youth, including dropouts, were provided with specialized assistance which had been otherwise unavailable. Bilingual career education materials were developed. (CSS)

0658 ED 162 070
Hall, Elizabeth And Others
A Total Community Effort. Dallas K-12 Urban Career Education Project. Final Report.
Dallas Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—31 Aug 78
Note—145p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, Attendance, Career Awareness, *Career Education, *Community Involvement, Curriculum Development, Elementary Secondary Education, Faculty Development, Fused Curriculum, Needs Assessment, Program Administration, *Program Development, *Program Effectiveness, Program Evaluation, Program Improvement, *Student Development, Urban Areas, Urban Education, Urban Schools
The Dallas K-12 Urban Career Education Project was conducted in two phases. Phase I focused on the following objectives: (1) perform an assessment of career education needs; (2) identify and train a cadre of staff members from the fourteen schools participating in the project; (3) identify and/or develop infused career education curriculum for implementation in the project schools; and (4) develop administrative procedures to implement career education in an urban district according to the state plan. Phase II focused on these objectives: (1) produce measurable increases in the academic achievement of inner-city students; (2) produce measurable increases in student development in terms of specified learner outcome goals; (3) improve student attendance in the participating classrooms of the project schools; and (4) increase community involvement in the teaching-learning process. The evaluation design featured both process and product assessments and was conducted to provide information through the comparison of students' control and experimental performance on various test instruments. Based on the data collected, generalizations, conclusions, and recommendations were made. Overall, the project had favorable impact on objectives 1, 2, and 4 of the four specified objectives for phase II. (BM)

0659 ED 162 442
Valentin, Cathy S. Alston, Herbert L.
Survey of Parents' Expectations of Public Schools and Aspirations for Their Children's Education. Project Report.
Houston Independent School District, Tex.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Jul 78
Note—55p.; An Educational Needs Projection Model
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Community Surveys, Educational Needs, Educational Planning, Educational Research, Elementary Secondary Education, *Needs Assessment, *Parent School Relationship, Questionnaires, School Districts, Tables (Data)
Identifiers—*Houston Independent School District TX
The purpose of this survey was to determine future needs of the Houston Independent School District based on parents' expectations of schools and aspirations for their children's education. Questionnaires were sent to a random sample of parents of 982 secondary students and 1,058 elementary students. The sample reflected the sex and ethnic distributions of the total district enrollment. Tabulation of the questionnaires indicated that a majority of parents considered education a high priority item and wanted increased emphasis on basic skills, career awareness programs, and college preparation programs. Most would spend existing extra school funds on handicapped and disadvantaged students. The majority of parents hoped that their children would have a college education, become professionals, and learn to think for themselves. Parents supported competency testing but were against using it to permit early graduation. They felt that the current length of a child's total education and of the school day and year should remain the same. While most favored courses for parents enabling them to tutor their children, they were not willing to pay extra taxes to support this program. Parents (especially minority parents) wanted day care for preschoolers. Most wanted to maintain or decrease the current reliance on property taxes. (Author/JM)

0660 ED 162 926
Flowers, Emily
Teaching and Learning Basic Social Studies Skills, Grades 7-12. Teacher and Pupil Resource Materials No. 311.
Cincinnati Public Schools, Ohio. Dept. of Curriculum and Instruction.
Pub Date—78
Note—129p.; Not available in hard copy from EDRS due to various ink changes throughout document
Available from—Cincinnati Public Schools, 230 East Ninth Street, Cincinnati, Ohio 45202 ($2.50 paper copy)
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Basic Skills, Class Activities, Learning Activities, Library Skills, Locational Skills (Social Studies), Map Skills, Resource Materials, Secondary Education, *Skill Development, *Social Studies, Study Skills, Teacher Developed Materials, Tests, Writing Skills
This manual contains 56 teacher-developed activities which can be used in social studies courses to improve students' basic skills. The activities teach location and map skills, writing and study skills,

time skills, and thinking skills. Students also learn how to use reference books and how to read and interpret charts and graphs. Each activity is self contained, includes concise background explanatory material for the student to read, and provides practice material. Students answer questions using a sample entry from a dictionary, outline parts of their social studies text, summarize the events of a television show in sequence, construct time lines, draw maps and make their own keys, and write essays about teenage problems. The manual also contains a section with ten basic suggestions to help social studies students improve their writing. Pre- and post-test questions for all activities are also included. (RM)

0661 ED 163 196

SCECAMP: Systemwide Career Education Cluster-Based Articulated Model Program. A Manual for Replication of a Model Career Education Program.

New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[77]

Note—126p.; For a related document see CE 018 453

Pub Type— Guides - General (050)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—*Articulation (Education), Career Development, *Career Education, Career Guidance, Community Resources, *Curriculum Development, Educational Objectives, Elementary Secondary Education, Evaluation, *Faculty Development, Guidance Programs, Information Dissemination, *Program Design, *Program Development, Program Guides

This manual has been prepared as a supplement to the final report (CE 018 453) on the Systemwide Career Education Cluster-Based Articulated Model Program, SCECAMP. An introduction provides an overview of the SCECAMP project and the rationale for this replication manual. The first of the three major sections contained in this document summarizes the background, definitions, goals, and objectives of SCECAMP. Section 2 describes the developmental nature of career education based on Donald Super's theory. Section 3, which comprises the major portion of this manual, presents the design for replication in the following seven stages: (1) site selection and development, (2) staff development and training, (3) curriculum planning, (4) guidance and support services, (5) community resources, (6) dissemination, and (7) evaluation. The goals, implementation strategies, and expected outcomes are presented for each of the seven processes. Also included for each process are related materials and a checklist. (BM)

0662 ED 163 661

Reed, Vincent E.

A Competency-Based Curriculum: The District of Columbia Public Schools Model.

Pub Date—4 Apr 78

Note—10p.; Paper presented at the Annual Meeting of the National Association of Elementary School Principals (Dallas, Texas, April 1-5, 1978)

Pub Type— Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adoption (Ideas), *Competency Based Education, Educational Change, Elementary Secondary Education

Identifiers—*District of Columbia Public Schools

The speaker briefly profiles the District of Columbia Public School system, describes how the district organized to introduce performance-based education, and outlines the administrative structure supporting the program. (IRT)

0663 ED 164 766

Uzzell, Geraldine

Career Education Program Newark, New Jersey. Annual Report, 1975-1976.

Newark Board of Education, N.J.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—G007502350

Grant—554AH50593

Note—72p.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Attendance, *Career Awareness, Career Choice, *Career Counseling, *Career Education, *Career Exploration, Community Involvement, Elementary Secondary Education, Job Placement, Learning Motivation, Parent Participation, Program Effectiveness, *Program Evaluation, Self Concept, Vocational Education

Identifiers—Education Amendments 1974, New Jersey (Newark)

The Newark (New Jersey) career education program (K-12) was based on three components: elementary-career awareness; junior high-career exploration; and senior high-career guidance and placement. An external evaluation by Fred Streit Associates assessed the attainment of behavioral objectives specified for the program's components to utilize career education to increase student academic achievement and career information from data collected on reading and math achievement test scores, attendance, vocational choice, teacher perception of classroom behavior, and teacher opinion of program effectiveness. When the pre- and post-test scores of program students were compared to those of non-program students, the results were as follow: that program students showed increases in vocational area knowledge, improvement in locus of control scores, increases in career awareness, and improvement in ability to make realistic career choices. Attendance and math and reading achievement showed no improvement for participants. Program teachers perceived an improved difference in classroom behavior of participants; however, no control group or similar rating was done by non-program teachers in their classes. (Major activities of each component are described, with copies of sample activities appended.) (MF)

0664 ED 164 771

Crow, Karen, Comp. Martin, Joan, Ed.

Consumer Education: Consumer Education I and Consumer Education II. Course Objectives, Content Analysis, Supporting Objectives and Content Generalizations.

San Diego State Univ., Calif.; San Diego Unified School District, Calif.

Pub Date—Mar 78

Note—60p.; Not available in hard copy due to light print in the original document

Pub Type— Guides - General (050)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Career Education, *Consumer Education, *Course Content, Course Descriptions, *Course Objectives, *Course Organization, Cultural Awareness, *Curriculum Development, Curriculum Guides, Decision Making, *Family Life Education, Home Economics Education, Human Development, Money Management, Program Development, Purchasing, Secondary Education

Identifiers—California (San Diego)

Consumer education course objectives, content analysis, supporting objectives, and content generalizations are presented in this teacher's guide for Consumer Education 1 and 2 for the San Diego Unified School District. Course objectives are aimed at several areas of consumer and family studies: consumer education, cultural awareness, human potential (including sex stereotyping), and career education. A grid is included to summarize and show quickly how each course objective relates to these four emphases. A course rationale, description, objectives, and goals are given for Consumer Education 1 and 2. Areas studied under content analysis include: life styles; decision making-consumer behavior; consumer in the economy; rights and responsibilities; money management; savings; borrowing; buying (food marketplace, clothing, transportation, housing and home furnishings); environment; and employment and employability. Suggested time sequences are also listed. These same areas are then considered from the standpoint of objectives and accompanying content generalizations. (CT)

0665 ED 164 772

Project EPIC. Educational Preparation for Involvement in Careers. Career Education Demonstration. K-12 Low Income Students. Final Report, 1975-1976.

Jefferson County Public Schools, Louisville, Ky. Office of Career Education.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Grant—G007503402

Note—423p.; Not available in hard copy due to reproducibility problems; For related documents see CE 017 713-716, ED 114 586 and ED 120 411

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Career Planning, Community Involvement, Curriculum Development, Decision Making Skills, *Economically Disadvantaged, Elementary Secondary Education, Experiential Learning, Low Income Groups, Program Administration, Program Development, Program Effectiveness, *Program Evaluation, Questionnaires, Self Concept, Surveys, Tables (Data), *Urban Schools, Vocational Education, Work Attitudes

Identifiers—Education Amendments 1974

Project EPIC (Educational Preparation for Involvement in Careers) was designed for the needs of low income, inner city students (K-12). The curriculum was divided into three phases: awareness (focusing on a basic foundation in the areas of academics, work, self concept, decision making, and community for grades K-6); exploration (focusing on additional skill training, hands on experiences, greater self analysis; and in-depth exploration of jobs for grades 7-9); and preparation (focusing on the selection of job or educational preparation programs and further skill training and occupational exploration for grades 10-14). A product evaluation was conducted to assess the student outcomes in the following categories: (1) knowledge of occupations/job clusters; (2) knowledge of career concepts; (3) decision-making skills; (4) improved self concept; (5) career planning; (6) school as preparation; and (7) identifying desirable work habits. Overall, survey and test results indicated that most students met or surpassed the established criterion in each category, with some exceptions in category 5. A process evaluation was conducted to insure a detailed description of the installation/implementation of the program and to provide a monitoring system to detect deficiencies in the design or implementation. This was accomplished through the use of Management Information System and several teacher questionnaires, interviews, surveys, and classroom observations. (A major part of this document contains appended materials, including product and process evaluation data and instruments.) (BM)

0666 ED 166 772

Improving Instruction Through Supervision. Evaluation Report 1977-78.

Contemporary Associates, Inc., Washington, D.C.; District of Columbia Public Schools, Washington, D.C.

Pub Date—78

Contract—0511-AA-NS-0-8-GA

Note—116p.; Some appendices may be marginally legible

Pub Type— Reports - Evaluative (142) — Tests/Questionnaires (160) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Administrators, Adoption (Ideas), Educational Administration, Educational Research, Elementary Secondary Education, Inservice Education, *Instructional Improvement, *Professional Continuing Education, Program Descriptions, Program Evaluation, Questionnaires, Tables (Data), *Teacher Supervision

Identifiers—District of Columbia Public Schools, Improving Instruction Through Supervision

This evaluation report presents the accomplishments of the Improving Instruction Through Super-

vision Project since its implementation, with specific emphasis on 1977-78. The project was undertaken in Region VI of the District of Columbia Schools and was designed to improve the skills of administrators in supervising teachers. The program is based on the clinical supervision model that emphasizes a supportive and nonthreatening approach to supervision. Several methods of evaluation were used including examination of records, viewing of video tapes of practice, peer evaluation in conferences, a final exam for teacher participants, and a questionnaire of teacher opinion. A synthesis of these methods revealed a large number of findings concerning the program. Results indicate that the basic prerequisites for program implementation have been accomplished. All Region VI administrators and 153 Region VI teachers have been trained. The plans for each school have been formulated. All schools have moved progressively to implementation of the clinical model. Subsequent evaluations must be structured to monitor and document changes in affective behavior of school administrators and teachers and affective and cognitive behavior of students. A lengthy appendix presents measurement instruments and additional data. (Author/JM)

0667 ED 166 889

Ehrlich, Virginia Z.

The Astor Program for Gifted Children: Pre-Kindergarten Through Grade Three.

Columbia Univ., New York, N.Y. Teachers College.; New York City Board of Education, Brooklyn, N.Y.

Spons Agency—Vincent Astor Foundation, New York, N.Y.

Pub Date—Oct 78

Note—268p.

Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors—Curriculum, *Gifted, *Preschool Education, Program Administration, Program Descriptions, Program Development, Program Evaluation, *Resource Centers, Talent Identification

Identifiers—*Astor Program for Gifted Children

The report presents a summative evaluation of the Astor Program for Gifted Children, which developed a resource center and also implemented a "host school" concept for intellectually gifted preschoolers in New York City. The program director's tasks in coordinating a resource center are discussed, including involving policy makers at high levels of authority, public relations, information and consultant services, and citywide conferences and training institutes. Some guidelines for the functions of a resource center are also presented. The program's planning and administration are discussed in terms of teacher selection - which gets a special focus in a later section - selecting participating districts and schools, and some early problems. Pupil selection is reviewed, along with various background data on the participating students and their families. The curriculum itself is examined, including the standard skills, special interest topics, and individual talents it covered, as well as character development and personal growth. The evidence is said to indicate, among other things, that the Astor Program fostered significant gains in student achievement, specifically in the areas of work knowledge, reading, and mathematics, and in love of learning and enthusiasm for school. Various forms, questionnaires, and lists are appended. (DLS)

0668 ED 167 693

Competency-Based Curriculum Guide.

District of Columbia Public Schools, Washington, D.C. Research Information Center.

Pub Date—78

Note—536p.; Small sections of this document may be marginally legible due to reproduction quality of parts of the original document

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC22 Plus Postage.

Descriptors—Competency Based Education, *Course Objectives, Curriculum Guides, Early Childhood Education, Elementary School Curriculum, Elementary Secondary Education, *English Curriculum, *Mathematics Curriculum, Preschool Curriculum, *Reading Instruction, *Science Curriculum, Secondary School Curriculum, Teaching Guides

Identifiers—*District of Columbia

This document contains a comprehensive instructional program. Overall objectives for the areas of reading, mathematics, science and language arts/English for pre-kindergarten through twelfth grade education levels are presented. It is suggested that each teacher use the objectives as a basis for planning instructional activities and assessment tasks for their students. Hierarchy charts are included to assist teachers in delivering systematic and sequential instruction. (Author/EB)

0669 ED 168 164

Levit, Roe M.

Potential Working Relationships Between ESA's and the R & D Exchange.

Wayne County Intermediate School District, Detroit, Mich.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—[79]

Note—83p.

Pub Type— Opinion Papers (120) — Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Agency Cooperation, Coordination, Educational History, Elementary Secondary Education, Information Dissemination, *Intermediate Administrative Units, *Research and Development Centers, Research Reviews (Publications), *School Districts, *State Departments of Education, Urban Schools

Identifiers—*Research and Development Exchange

This paper examines the existing and potential roles of educational service agencies (ESAs) and their relationships with state education agencies (SEAs) and local education agencies (LEAs). Special attention is focused on urban school districts. The paper also critically analyzes these roles and relationships as they relate to dissemination functions, with particular emphasis on the role of the ESA in the Research and Development Exchange (RDx). The history of the ESA is outlined, and studies of the education service agency in Michigan, Pennsylvania, and other states are examined. These studies lead to specific recommendations regarding generally appropriate roles and functions. Roles and functions for the ESA in dissemination evolve from recent federal legislation focusing on research relative to educational change, broker/facilitator roles, nature of the educational enterprise, state and national dissemination agencies, and educational renewal and reform. A number of specific conclusions and recommendations relevant to the ESA and RDx are offered: no nationwide single-agency system or configuation for dissemination can adequately respond to all education needs; the professional community must support comprehensive research and development evaluation studies about regionalism; and the RDx configuration needs more client user input at all levels of planning, management, and stages of development. (Author/JM)

0670 ED 168 328

Santos, Rolando A.

A Special Christmas (Ang Pinakatanging Pasko; Naisangsangayan A Paskua).

Los Angeles Unified School District, Calif.

Pub Date—77

Note—25p.; For related document, see FL 010 165

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Tagalog; Ilokano; English

Pub Type— Guides - Classroom - Learner (051) — Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, *Filipino Americans, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Second Language Learning, *Tagalog, Uncommonly Taught Languages

Identifiers—Ilokano, *KEYS Project, Knowledge of English Yields Success Project, Philippines

This trilingual-bicultural reader in Pilipino (Tagalog), Ilokano, and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a Filipino-American family celebrating Christmas. (NCR)

0671 ED 168 329

Santos, Rolando A.

Rice Harvest (Anihan; Pinagani Iti Pagay).

Los Angeles Unified School District, Calif.

Pub Date—75

Note—25p.; For related document, see FL 010 165

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Language—Tagalog; Ilokano; English

Pub Type— Guides - Classroom - Learner (051) — Creative Works (030)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Childrens Literature, Cultural Awareness, Elementary Education, *Instructional Materials, *Language Instruction, *Reading Instruction, *Reading Materials, *Second Language Learning, *Tagalog, Uncommonly Taught Languages

Identifiers—Ilokano, *KEYS Project, Knowledge of English Yields Success Project, *Philippines

This trilingual-bicultural reader in Pilipino (Tagalog), Ilokano, and English is intended for elementary school children in a bilingual education setting. Pen-and-ink drawings illustrate the story of a Filipino family and the events involved in a rice harvest. (NCR)

0672 ED 168 330

Asian Pacific Perspectives. The Chinese American: Inscrutable to Some.

Los Angeles Unified School District, Calif.

Pub Date—77

Note—99p.; For related documents, see FL 010 144, 150, 165-168

Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Chinese, *Chinese Americans, *Chinese Culture, Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Instructional Materials, *Minority Groups, Resource Materials, Social Values

Identifiers—*KEYS Project, Knowledge of English Yields Success Project

These instructional materials on Chinese Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). The contents include a "social introduction," which emphasizes the fact that the Chinese American is not a foreigner; information about immigration; Chinatown; jobs and income; language skills; three Chinese American approaches to life; and cultural practices, including foods, names, celebrations, religion, proverbs, and greetings. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Chinese New Year, Teacher's Resource Guide for Booklet"; "Dragon Boat Festival, Teacher's Resource Guide for Booklet and Poster"; "Little May's Family, Teacher's Resource Guide for Booklet"; and "The Magic Brush, Teacher's Resource Guide for Filmstrip." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Butterfly Treats, Catching the Dragon's Tail, Chinese Jump Rope, Dauh-Sa Baau (Sweet Bun), Dragon Boat, Dragon Head, Gung Jai (Doll), Happy New Year Song, Jingle Bells (Cantonese), Joong Ornament, Li See (Red Envelope), Merry Christmas Song, Narcissus Flower, New Year Scroll, Paper Lantern, Peach Blossom Scroll, Peanut Crunchies, Pyramid of Oranges and Tanerine, and Ribbon Dance. (SW)

0673 ED 168 331
Asian Pacific Perspectives. Filipino Americans: A Portrait.
Los Angeles Unified School District, Calif.
Pub Date—75
Note—82p.; For related documents, see FL 010 162-168
Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, *Filipino Americans, History Instruction, Immigrants, *Instructional Materials, *Minority Groups, Resource Materials, Social Values, Tagalog
Identifiers—*KEYS Project, Knowledge of English Yields Success Project, Philippines
These instructional materials on Filipino Americans for elementary students were developed through the K.E.Y.S. project (knowledge of English Yields Success). The contents include statistics on the Filipino American population, background information about the Philippines becoming a U.S. territory, early immigration and more recent immigration to the United States, American-born Filipino Americans, Filipino American culture, and general information about the Republic of the Philippines. Filipino American culture includes pre-Hispanic influences, Hispanic influences, American influences, and the Philippine Republic. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, questions to determine cultural comprehension, and suggested activities. Resource guides include: "Harvest Festival, Teacher's Resource Guide for Poster"; "The Monkey and the Turtle, Teacher's Resource Guide for Filmstrip"; and "Rice Harvest, Teacher's Resource Guide for Booklet." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Bibingka (Rice Cake), Jingle Bells (Pilipino), Letse Plan (Carmel Custard), Manida (Doll), Pabitin (Dangling Treats), Parol (Star Lantern), Planting Rice Is Never Fun song and dance, Pritong Saging (Fried Platanos), Sampaguita (Lei), and Sungka (Parlor Game). (SW)

0674 ED 168 332
Asian Pacific Perspectives: Japanese Americans.
Los Angeles Unified School District, Calif.
Pub Date—76
Note—137p.; For related documents, see FL 010 142-143, FL 010 149, FL 010 164-168
Available from—Publications Unit, Los Angages Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Instructional Materials, Japanese, *Japanese American Culture, *Japanese Americans, *Minority Groups, Resource Materials, Social Values
Identifiers—*KEYS Project, Knowledge of English Yields Success Project
These instructional materials on Japanese Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included on early immigrants, their historical and cultural background, and current problems of Japanese Americans. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Children's Day, Teacher's Resource Guide for Poster"; "Children's Day with Ichiro, Teacher's Resource Guide for Booklet"; "Girls' Day with Amy, Teacher's Resource Guide for Booklet"; "Isamu, Teacher's Resource Guide for Booklet"; and "Shoogatsu, Teacher's Resource Guide." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Daruma (Wish Fulfillment Doll), Hagoita and Hane (Battledore and Shuttlecock) Jingle Bells (Japanese), Kabuto (Warrior Helmet), Koi Nobori (Carp Banner), Koi Nobori (Carp Banner Paperfold), Koi Nobori song, Mochi (Sweet Rice Cake), Momo no Hana (Peach Blossoms), Nigiri (Rice Balls), Ohinasama (Emperor and Empress Dolls), Okasame Mochi (Layered Rice Cakes), Sakura Mochi (Cherry Blossom Rice Cake), Shibori (Tie and Dye), Teru Teru Boozu (Sunshine Doll), and Ume (Flowering Plum). (SW)

0675 ED 168 333
Asian Pacific Perspectives: Korean Americans.
Los Angeles Unified School District, Calif.
Pub Date—76
Note—88p.; For related Documents, see FL 010 145, 164-166, 168
Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, Instructional Materials, Korean, *Korean Americans, *Korean Culture, *Minority Groups, Resource Materials, Social Values
Identifiers—*KEYS Project, Knowledge of English Yields Success Project
These instructional materials on Korean Americans for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included about early immigrants, the second generation, student groups, war brides, recent immigrants, and third and fourth generations. A chart of traditional and modified values of the Korean culture is included. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Korean Children's Day, Teacher's Resource Guide for Booklet"; "Korean New Year, Teacher's Resource Guide for Poster"; and "Korean Thanksgiving, Teacher's Resource Guide for Booklet." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: Chima and Chogori (Wraparound skirt and blouse), Chogori (Shirt), Cho Raan (Date Balls), Chumoni (Pouch), Gyung Dan (Sesame Rice Cake), In Hyung (Doll), Jango (Hourglass Drum), Jingle Bells (Korean), Jool Dang Gi (Tug of War), Kang Gang Suwolle dance, Kim Chee (Pickled Vegetables), Mu Kung Wha (Rose of Sharon), New Year's Song, Norigae (ornament), Paji (Trousers), Song Pyon (Thanksgiving Rice Cake), Yak Sik (Sweet Rice Cake), and Yut Nori (Counting Game). (SW)

0676 ED 168 334
Asian Pacific Perspectives: Samoans in the United States.
Los Angeles Unified School District, Calif.
Pub Date—78
Note—82p.; For related documents, see FL 010 146, FL 010 148, FL 010 164-167
Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Cultural Awareness, *Cultural Background, *Cultural Education, Elementary Education, *Ethnic Groups, History Instruction, Immigrants, *Instructional Materials, *Minority Groups, Resource Materials, Samoan, *Samoan Americans, Social Values
Identifiers—*KEYS Project, Knowledge of English Yields Success Project
These instructional materials on Samoans in the United States for elementary students were developed through the K.E.Y.S. project (Knowledge of English Yields Success). Information is included about Samoa, migration of Samoans to the United States, cultural background, and Samoan students. Resource guides describe the purpose of the unit, how to use the guide and instructional materials, traditional and modified customs, and suggested activities. Resource guides include: "Getting Ready for Flag Day, Teacher's Resource Guide for Booklet"; "Ta'alolo Day, Teacher's Resource Guide for Poster"; "Tolo Goes Fishing, Teacher's Resource Guide for Booklet." Activity units list concepts and/or skills involved, materials, procedure, suggested activities, and additional information. Activity units are on: 'Afa (Rope), Aute (Hibiscus Flower), Fa'i Fa'alifu (Banana with Coconut Milk), Fala (Mat); Fale (House), le Lavalava (Skirt), Jingle Bells (Samoan), Pale (Headband), Panikeke (Donuts), Pepe (Doll), Poi Ball, Sasa (Sitting Dance), Siapo (Tapa Cloth), Teu Fau (Pom Pom), Titi (Decorative Overskirt), 'Ula (Lei), and 'Upeti (Board with Carved Design). (SW)

0677 ED 168 812
Boyd, Larry K. And Others
Status of the Energy Management Program in the Orange County Public Schools.
Orange County Public Schools, Orlando, Fla.
Pub Date—78
Note—56p.; Contains light and broken type
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administration, Administrative Agencies, *Administrative Policy, Administrator Guides, Committees, Conservation (Environment), *Energy Conservation, *School Administration, School Buildings, *School Districts
The purpose of this report is to present the status of Orange County School District's Energy Management program to selected management personnel. Included in this report are various background papers which comprise the body of the publication. The first and largest paper is entitled "Energy Management in the Orange County Public Schools." This paper presents an overview of the programs undertaken by the District in the past six years and proposes future efforts in total energy management. The second paper presents the functions and responsibilities of the Energy Management Conservation Program. The third paper presents guidelines for establishing an Energy Conservation Committee within each school building. It suggests the major responsibilities to be assigned to key personnel and it provides a list of energy conservation tips for consideration by the committee. (MR)

0678 ED 169 080
Final Evaluation Report, 1976-77. ESEA Title I Program. Publication Number: 76.63.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.
Pub Date—30 Jun 77
Note—141p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Academic Achievement, Attendance Patterns, Basic Skills, *Compensatory Education, Elementary Secondary Education, Expectation, Guidance Programs, Identification, Institutional Characteristics, *Low Achievement, *Needs Assessment, Parent Participation, Parochial Schools, *Program Administration, *Program Evaluation, Reading Instruction, Staff Utilization, Student Evaluation, Student Needs
Identifiers—Austin Independent School District TX, *Elementary Secondary Education Act Title I, Texas (Austin)
Austin's Title I program provided 6,300 students with supplemental reading instruction, guidance and counseling, and parent involvement services. The evaluation focused upon answering and providing supporting data for two system-level and twelve program-level decision questions; forty-one evaluation findings were reported. Supporting data were collected from classroom observation; questionnaires for teachers, parents, principals, and Title I staff; student records; and standarized tests. The majority of Title I students achieved below the national norms for reading and mathematics at all grade levels except first, and fell progressively behind through the fifth grade. Needs were identified in the areas of reading and mathematics achievement and attendance. Coordination of Title I activities with other compensatory programs was minimal. The program's use of school staff and parents did not produce improved achievement. No answer was available about the best grade level for delivery of Title I services. The methods for identifying Title I schools and students were successful in locating schools with the lowest average achievement, and students within those schools with the lowest achievement levels. Teacher expectation was either unrelated to student achievement or un-

measurable through questionnaires. (Program descriptions and characteristics of the participating schools are provided). (CP)

0679 ED 169 124
Reed, Vincent E.
The Evaluation System: Description, History, and Status Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Dec 78
Note—35p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Board of Education Policy, Curriculum Evaluation, Data Collection, *Educational Assessment, Elementary Education, *Evaluation Criteria, *Evaluation Methods, Field Studies, Information Dissemination, Pilot Projects, Program Descriptions, Reading Programs, Student Characteristics, *Student Evaluation, Test Results
Identifiers—District of Columbia Public Schools, *LAAAA
The philosophy of the District of Columbia Public School System is that evaluation should help to determine what was intended, what was done, and what was the result. It should contribute to improvement and should involve students, staff, and parents. Two essential components of the District's evaluation system are the data bank and field studies. The data bank includes files on fall pretest results; the reading curriculum; classroom and student characteristics; and spring post testing. The field studies provide data which can be used to identify programs of interest, compare groups, or locate students for followup study-data about attitudes, teaching methods, parent participation, etc. The development of the evaluation system began in 1969; by 1975, 44 elementary schools were involved in the data collection. The schools were provided with fzedback in the following areas: characteristics of students in reading programs, comparison of schools within a region; teacher turnover; student attendance; and characteristics of entire classes. Additional data analyses are planned for the future. (GDC)

0680 ED 170 864
Alexander, Dorothy L.
Planning and Decision-Making at the Local School Level.
Pub Date—Apr 79
Note—16p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Planning, *Decision Making, *Educational Facilities Improvement, Educational Objectives, *Educational Planning, Elementary Secondary Education, Principals, Program Descriptions, *Program Development, Speeches
Identifiers—*Campus Level Planning Project, Dallas Independent School District TX
The Dallas Independent School District has tried to address the problems involved in providing appropriate education for diverse communities by establishing minimum long-range goals and annual objectives in priority subject areas. The Campus Level Planning Project was a program to encourage program planning at the local school level. Each participating school organized a planning team composed of the principal, school personnel, and representatives of the community. During the project's three years of operation, twenty-eight schools completed program plans. Many other schools volunteered for assistance but dropped out of the project. A project staff assisted the planning teams. Major conclusions of the experience were that local school personnel do not feel a need to do formal planning; the planning team approach presupposes both a propensity toward shared decision-making by administrators and a healthy school climate; systematic planning at the school level is more likely to occur when planning is tactical as opposed to strategic; and school personnel value data for decision-making more than they do for planning. The greatest achievement of the program was exposing school personnel to data sources and training them in utilizing these data sources for immediate instructional and operational purposes. (Author/JM)

0681 ED 170 915
Lytle, James H.
Resource Allocation Procedures Viewed From Within the Administrative Structure of Large Urban Schools.
Pub Date—11 Apr 79
Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Not available in paper copy due to light print of original document
Pub Type— Speeches/Meeting Papers (150) — Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Budgeting, Educational Finance, Educational Resources, Elementary Secondary Education, Principals, *Resource Allocation, School Administration, Speeches
Identifiers—Philadelphia Public Schools PA
As one considers the almost incredible array of guidelines, regulations, requirements, and contract provisions affecting the allocation of the local school's resources, one must wonder how it is possible to conduct the business of the school at all. Time is not traditionally considered a resource, and local school administrators are rarely trained in using time resources well, particularly in the scheduling and rostering process. This is unfortunate, since teachers' work time is the resource most clearly under the administrator's control, and may also be the most significant educational resource when used well. This document provides a brief overview of the local school administrator's role in resource allocations, from the standpoint of one administrator in the Philadelphia public school system. Financial and regulatory constraints and the problems of central office control are touched on. Appendices illustrate documents used by Philadelphia's local school administrators in school-level budgeting. (Author/PGD)

0682 ED 170 917
Englert, Richard M.
Third-Party Participation in the 1978 Teacher Negotiations in Philadelphia: The Politics of Bargaining.
Pub Date—Apr 79
Note—44p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type— Tests/Questionnaires (160) — Reports - Descriptive (141) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Citizen Participation, *Collective Bargaining, Community Influence, Community Involvement, *Political Influences, Questionnaires, Speeches
Identifiers—Philadelphia Public Schools PA
The 1978 contract negotiations between the teachers and the school board of Philadelphia were important enough to draw in four identified types of third party: government officials (notably the mayor), neutral mediators, community interest groups (representing political, financial, parental, and general public interests), and the news media. The negotiations took place in a historical and political context that affected the amount of influence each third-party group could exert. Of particular significance in this instance was the active role taken by the mayor, who was highly conscious of the effect a strike could have on an upcoming city charter revision election that in its turn would determine whether he could run for a third term in office. This document analyzes the role played by the major third-party groups in terms of levels of activity, of access to the negotiations, and of influence. The historical and political context and relevant previous literature are discussed, and documentary sources as well as observations made by participants in after-the-fact interviews are used to generate data for the study. (Author/PGD)

0683 ED 170 920
Clawar, Harry J. Levine, Jonathan
Race and Ethnicity as Factors in Winning School Board Elections: Predicting Ethnic Composition of Community School Boards.
Pub Date—Apr 79
Note—15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Variance, *Board Candidates, Boards of Education, *Cultural Influences, *Elections, Elementary Secondary Education, Ethnic Distribution, Ethnicity, Racial Distribution, *Racial Factors, Speeches
Identifiers—New York City Board of Education
In 1969 the New York State Legislature decentralized the New York City Public School System into 32 elected school districts with a limited amount of authority over elementary and junior high schools. The legislation provided for community school boards to be elected by district residents. An analysis of election results in 1975 and 1977 showed that neither the race nor the ethnicity of individual candidates was significantly correlated to winning (see ED 152 951). This document reports on a followup study examining the relationships between the candidates' racial and ethnic backgrounds, the ethnic character of their districts, and their rate of electoral success. The authors found that the percent of candidates from an ethnic group is overwhelmingly correlated to the percent of that ethnic group in the school district population. The percentage of school board seats won by whites tends to be greater than the percentage of white candidates, while blacks and Hispanics tend to win proportionately fewer seats. (Author/PGD)

0684 ED 171 519
Diagnostic Prescriptive Arithmetic of Staten Island.
New York City Board of Education, Staten Island.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—[78]
Note—19p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Diagnostic Teaching, Elementary Education, *Elementary School Mathematics, *Instruction, *Program Descriptions, Teacher Education, Validated Programs, *Workshops
Identifiers—*Diagnostic Prescriptive Arithmetic, National Diffusion Network Programs
A description of this basic arithmetic program includes an outline of its goals, features contained in a teacher's manual, task cards and supplementary resource materials, steps involved in the implementation of the program, and answers to some questions about the program. An outline of the training program is given along with a workshop schedule. Other features of the program described include visitation procedures, essential commercial materials, and adoption responsibilities. (MP)

0685 ED 171 680
Greenbaum, Leonard A.
Staff Development: A Carrot or a Stick?
Pub Date—1 Mar 79
Note—8p.; Paper presented at the annual meeting of the American Association of Colleges for Teacher Education (Chicago, Illinois, 1979)
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Elementary Secondary Education, Incentives, Inservice Education, Inservice Teacher Education, Needs Assessment, *Professional Continuing Education, Program Descriptions, Program Development, *School Districts, *School Personnel, *Staff Development, Teacher Centers, Teacher Evaluation
Identifiers—Dade County Public Schools FL
A description of the staff development program in the Dade County (Florida) Public School District is presented. The remarks focus on many elements of the program including needs assessment for staff training, the use of television in various capacities,

supplementing the expense of continuing education for teachers and administrators, incentive systems, preservice education and student teachers, teacher centers, school based management for administrators, helping personnel cope with stress, and teacher evaluation. The program involves expenditures of approximately $12,000,000. (DS)

0686 ED 171 814

Ferrara, Lynette Paller, Alan

A School-by-School Reporting System for the District of Columbia Public Schools: An Outline for Action.

Applied Urbanetics, Inc., Washington, D.C.

Spons Agency—District of Columbia Citizens for Better Public Education, Inc., Washington, D.C.

Pub Date—Jul 76

Note—154p.; For related documents, see ED 110 590, ED 158 389, UD 019 288 and UD 019 374

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—*Data Collection, *Educational Assessment, Educational Finance, *Educational Policy, Elementary Secondary Education, *Equalization Aid, Financial Policy, Management Information Systems, Needs Assessment, Program Descriptions, Program Development, *Public Schools, *Resource Allocation, *School Districts, Urban Schools

Identifiers—*District of Columbia

This report is concerned with improving the resource allocation system of public schools in Washington, D.C. It describes the information necessary for creating an alternative resource plan and the administrative reporting procedures necessary for maintaining such a plan. The strengths and weaknesses of existing data collection and reporting procedures are discussed. A school based reporting system which integrates existing data collection systems and provides a flexible, responsive reporting capability is described. It is argued that a school-by-school reporting system will provide the information required to assess alternative solutions to the problem of equalization of resource allocations among school building sites. An action plan to facilitate the development of a school-by-school reporting system tailored to the information needs of the Washington, D.C. school system is suggested. (Author/EB)

0687 ED 171 815

Creating a Resource Allocation System for the D.C. Public Schools.

District of Columbia Citizens for Better Public Education, Inc., Washington, D.C.

Pub Date—Jan 77

Note—197p.; For related documents, see ED 110 590, ED 158 389, UD 019 287, and UD 019 374

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Data Collection, Educational Finance, Elementary Secondary Education, *Equalization Aid, *Financial Policy, Management Information Systems, *Needs Assessment, Program Descriptions, Program Development, *Public Schools, *Resource Allocation, *School Districts, Urban Schools

Identifiers—*District of Columbia, Hobson v Hansen, Wright Decree

This volume contains two reports whose aim is the improvement of the resource allocation system for public schools in Washington, D.C. The first report is a description of issues to be considered and decisions required for developing a resource allocation plan for equalization of aid. Information dealing with the history of school finance reform, the specifics of the Wright decree, Title I regulations, and some of the options available to the district is provided. The second report provides a description of the strengths and weaknesses of existing data collection and reporting systems, describes a school based reporting system which integrates existing data collection systems, and suggests an action plan to facilitate the development of a school-by-school reporting system tailored to the information needs of the District of Columbia school sytem. The emphasis in this report is on the information necessary for creating an alternative resource plan and the administrative reporting procedures necessary for maintaining such a plan. (Author/EB)

0688 ED 172 391

Cummings, J. R.

Alternate Learning: Sharing Innovative Programs and Practices.

Pub Date—Feb 79

Note—13p.; Paper presented at the Annual Meeting of the National Association of Secondary School Principals (63rd, Houston, Texas, February 2-6, 1979)

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Involvement, *Experiential Learning, Policy Formation, Program Descriptions, Program Development, *School Community Relationship, Speeches, Work Experience Programs

Identifiers—Dallas Adopt a School Program, Metro Atlanta Skills Center, Program of Education and Career Exploration

Educators sometimes fail to adequately bring about school community collaboration. To do so, cooperative policy adjustments must be made, such as the supportive network created in the Dallas "Adopt-a-School" Program. Too, implementation adjustments must be made in the development of an action-learning program such as the flexible scheduling systems in the Metro-Atlanta Skills Center and the Program of Education and Career Exploration in Atlanta, Georgia. Programs such as these are created through policy adjustments that reflect the urban school district's commitment to the restoration of relevance in the education of American youth. Characteristics of 11 other programs are briefly listed in the paper. (Author/JM)

0689 ED 172 465

Leisure Activities for Retarded Children. A Task Analysis Approach. Integrating Trainable Mentally Retarded Children Through Community Education. ESEA Title IV, Part C.

Minneapolis Public Schools, Minn.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date—78

Note—397p.; For related information, see EC 114 766

Available from—Minneapolis Public Schools, Special School District No. 1, Prescriptive Instruction Center, Special Education Service Center, 254 South Upton Avenue, Minneapolis, Minnesota 55405 ($12.50)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Behavioral Objectives, Games, *Leisure Time, Mental Retardation, *Moderate Mental Retardation, *Physical Activities, Recreation, *Recreational Activities, Skill Analysis, *Task Analysis, Teaching Guides

Designed to meet the need of trainable mentally retarded persons for recreation skill training and for opportunities to experience leisure/social skill development in a community setting, the packet provides task analysis information on 114 activities. Information is provided on behavioral objectives, basic skills required, materials and procedures, task steps, teaching hints or game variation, and a grid sheet of analyzed steps for each skill. Activities are classified according to the following seven types (sample activities in parentheses): ball activity (volleyball and ball tag); active games (pin the tail on the donkey, ping pong, and tossing games); music; card games (solitaire); skill activity (pick up sticks and ball rolling); table games (silly sandwitch, checkers, and tic tac toe); and active circle games (ring around the rosie). (CL)

0690 ED 172 987

Arce, Aaron Sosa, Xavier

ESAA Bilingual/Bicultural Project. 1974-1975 Final Evaluation Report.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—F-6-132-TOA

Pub Date—30 Jun 75

Grant—OEG-6-7[illegible]

Note—68p.; For related documents, see ED 154 945 and 946

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Bilingual Education, Curriculum Development, Elementary Education, Enrollment, Language Arts, Language Proficiency, *Mexican Americans, *Multicultural Education, Objectives, Parent Participation, *Program Effectiveness, Reading Instruction, *Spanish Speaking, Staff Development, Teacher Aides

Identifiers—*Texas (Austin)

The 1974-75 Austin Independent School District bilingual/bicultural program was designed as a comprehensive program of bilingual (Spanish and English) education for schools with the highest concentrations of Spanish-dominant Mexican American students. Bicultural instruction was inherent in the program which used both languages for a portion of all the curriculum. On a budget of $271,530 the program served over 1400 elementary students in six schools using 6 1/2 professional staff, 20 teacher aides, and 7 support staff. Students receiving Spanish instruction met objectives regarding acquisition of basic concepts and improved language proficiency, but not Spanish reading skills. Students receiving English instruction met English reading objectives. The program met most objectives regarding staff training, supervision, materials, team teaching, and bilingual aides, but not the important objectives regarding curriculum development and parental involvement. Compared to students not in the program, students in bilingual classes learned more Spanish and as much English. It was recommended that the program be continued at all six schools and be available to all Spanish-dominant students and to those whose parents want them in a bilingual program. Other recommendations were that the position of parental involvement specialist be discontinued and that teacher training emphasize using teacher aides effectively. (SB)

0691 ED 173 183

Banks, Samuel L., Ed.

K-6 Social Studies Skills for the Human Behavior and Urban Studies Program.

Baltimore City Public Schools, Md.

Pub Date—[76]

Note—286p.

Available from—Baltimore City Public Schools, 3 East 25th Street, Baltimore, Maryland 21213 (No price quoted)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Communication Skills, Consumer Education, Democracy, Democratic Values, Elementary Education, Ethnic Studies, Interpretive Skills, Library Skills, Listening Skills, Map Skills, *Process Education, Racial Discrimination, *Skill Development, *Social Studies, Teaching Guides, *Urban Studies

This guide was developed to aid elementary students deal with life experiences through skill development. Major skills stressed are: locating, organizing, and evaluating information; acquiring information through listening, observing, and reading; communicating orally and in writing; interpreting pictures, charts, graphs, and tables; and working with others. Arranged according to grade level and to a hierarchy of skills, each section lists major and sub-skills to be developed, behavioral goals, and sample activities. Activities at the kindergarten level include naming family members, dramatizing emotions, studying ethnic groups, studying national symbols, and preparing a "family booklet." At grade one, students learn cardinal directions, study maps, service professions, and ethnic groups, and categorize consumers and producers. Grade two emphasizes visits by police and fire officials, team based games, and a study of urban neighborhoods. Grade three students use library references, take walking tours through new developments and blighted areas, and research the names of city leaders. At grade level four, students study West Africa, the lives of the Cherokee and Choctaw Indians, world food production, assembly line production, and credit buying. Grade five activities focus on a study of racial prejudice. Students analyze television programs and study the state and national constitutions. Grade six examines discrimination, drug abuse, crime, citizen participation in government, and the democratic process. (KC)

0692 ED 173 216

Colbert, Theresia

Ethnic Heritage Studies: Ethnic Heritage Foods. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note—70p.; For related documents, see ED 150 043 and SO 011 776-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Behavioral Objectives, Cooking Instruction, *Cultural Awareness, *Cultural Pluralism, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, *Food, Foreign Countries, Home Economics Education, *Multicultural Education, Social Studies, Teaching Guides

Identifiers—Ethic Heritage Studies Program Act

Designed to foster communication across intercultural/ethnic lines, this teaching guide focuses on ethnic foods and their influence on and contributions to America's eating habits. It is part of the Louisville Area Ethnic Heritage Project described in ED 150 043. The objective of this unit is to develop a knowledge and an appreciation of the food heritages of six ethnic groupings: Northern Europe, Southern Europe, Afro-American, Middle and Far East, Kentucky, and Latin America. The guide includes a pretest, six behavioral objectives accompanied by instructional strategies and facilitating materials, and six worksheets asking questions about Afro-American, Japanese, British, Chinese, French, German, Italian, Latin American, and Scandinavian foods. Also included are recipes, the key to the pretest, a posttest, a checklist of foods sampled and the student's feelings about those foods, and a bibliography of resources and materials. The unit can serve as a supplement to home economics courses, with a suggested time period of two or three weeks. (Author/CK)

0693 ED 173 217

Yang, Daisy

Ethnic Heritage Studies: Arts and Crafts of East Asia. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note—26p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Art, *Art Activities, Behavioral Objectives, *Cultural Awareness, Cultural Pluralism, Educational Objectives, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Foreign Countries, Haiku, Manuscript Writing (Handlettering), *Multicultural Education, Social Studies, Teaching Guides, Theater Arts

Identifiers—Asia (East), Ethnic Heritage Studies Program

This teaching guide focuses on four forms of arts and crafts popular in China, Korea, and Japan, and explores the effects, if any, on American culture. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The objective of this unit is to help students understand and appreciate East Asian calligraphy, haiku, ikebana, and shadow theater. Suggested time period is one or two weeks. The guide includes a pretest, four behavioral objectives accompanied by instructional strategies and facilitating materials, and three worksheets illustrating haiku, ikebana, and calligraphy. A posttest asking for definitions of the crafts, examples of use in Louisville, and student feelings about East Asian art is included, plus a bibliography of resources and materials. (Author/CK)

0694 ED 173 218

Halsell, Meyzeek

Ethnic Heritage Studies: Themes in Black African and Black American Literature. Experimental Unit.

Heritage Corp. of Louisville and Jefferson County, Ky.; Jefferson County Public Schools, Louisville, Ky.; Louisville Univ., Ky. School of Education.

Spons Agency—Bureau of Postsecondary Education (DHEW/OE), Washington, D.C. Div. of International Education.

Pub Date—77

Note—23p.; For related documents, see ED 150 043 and SO 011 775-786

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*African Literature, Behavioral Objectives, *Black Literature, *Cultural Awareness, Cultural Pluralism, Educational Objectives, Ethnic Groups, *Ethnic Studies, Foreign Countries, *Multicultural Education, Secondary Education, Social Studies, Teaching Guides, United States Literature

Identifiers—Ethnic Heritage Studies Program

This teaching guide emphasizes the similarity of themes in black African and black American literature and the contribution black writers have made to American literature. It is part of the Louisville Area Ethnic Heritage Studies Project described in ED 150 043. The project materials are designed to foster communication across intercultural/ethnic lines. The objectives of this unit are to recognize common themes in black African and black American literature and to appreciate several literary selections by black American authors as representative of their contribution. Planned as a supplement for an English course, suggested time to allocate for the unit is at least two weeks. The guide includes a pretest, a posttest, and four behavioral objectives accompanied by instructional strategies and facilitating materials. These encourage defining terms, reading, discussion, and writing compositions and reports, among other activities. A bibliography of resources is appended. (Author/CK)

0695 ED 173 442

Reinstein, Barry J. Williams, Clifford W.

School Evaluation Studies in Portland, Oregon: A Naturalistic Inquiry Approach to School Evaluation.

Pub Date—Apr 79

Note—23p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

Pub Type— Speeches/Meeting Papers (150) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Ancillary Services, Curriculum Evaluation, Educational Environment, Educational Facilities, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Evaluators, Field Studies, *Institutional Characteristics, *Institutional Evaluation, Instructional Programs, *Observation, *Public Schools, School Administration, School Community Relationship, *School Districts

Identifiers—Oregon (Portland), *Portland School District OR

A naturalistic inquiry approach was used for the collection and interpretation of information on the 138 schools in the Portland, Oregon school system. This approach was an in-person, field based, investigative method, and was nonobtrusive. Factors studied included: description of the school and its setting; the school building and facilities; school and community; school goals; administration; curriculum and instruction; support services; and student performance. There were 25 criteria for evaluating a school. These criteria covered instructional activities and grade placement; interpersonal relationships; academic achievement measures; standards for student behavior and administrative support; community, parent, and teacher participation; and adequate educational materials and physical facilities. Characteristics of the evaluators included professional experience in education; experience with teaching materials and resources; knowledge of evaluation technique; ability to function unobstrusively and to establish good rapport with staff and students; and ability to analyze data and report findings objectively. The program process involved school selection; on-site evaluation; report preparation; and report dissemination and application. (MH)

0696 ED 173 736

Herron, William P. Kemp, Edith S.

Urban School Dropouts: Data Collection and Analysis in Philadelphia.

Pub Date—79

Note—22p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, California, April 8-12, 1979); Table 1 of marginal reproducibility

Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Data Collection, *Dropout Research, *Dropouts, Minority Groups, *Program Development, Racial Factors, *School Holding Power, Secondary Education, Sex Differences, Statistical Data, Unemployment, Urban Schools, *Urban Youth

Identifiers—Pennsylvania (Philadelphia)

In the late 1960's, educators and researchers became concerned with the dropout problem in large urban school districts. In Philadelphia, the Division of Pupil Personnel and Counseling (PPC) is responsible for collection of this data and reports this information to the state. The process has been computerized to cope with the large volume of data. The PPC file has become the basis for annual dropout reports. Four general categories of dropouts have been defined. A survey questionnaire was also developed which indicated differential patterns of dropping out by race, sex and grade, and also shows that many dropouts continue their education on a part-time basis or through the GED program. There has been an overall decline in the dropout rate over the last five years, although the majority of dropouts leave school because they are over-aged. The survey reveals differences in official records and personal reasons for leaving, however. Each time the study is conducted, 50% report unemployment, suggesting that new approaches are required to solve problems of unskilled teenage employment. The appendix includes dropout statistical tables and status surveys. (Author/BEF)

0697 ED 173 764

Reading Disability Prevention for 5 Year Olds.

Portland Public Schools, Oreg.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—210p.

Available from—ESEA Title 4C, Portland Public Schools, Area 1, 6318 Southwest Corbett Street, Portland, Oregon 97201 ($4.50)

Pub Type— Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors—Auditory Discrimination, Curriculum Guides, *Inservice Teacher Education, *Kindergarten, Language Acquisition, Parent Participation, Perceptual Motor Coordination, Prevention, Primary Education, Program Guides, *Reading Failure, *Reading Programs, *Reading Readiness, *Screening Tests, Visual Perception

A program designed to detect and prevent reading disability in kindergarten is outlined in this curriculum guide. A modification of the Santa Clara Inventory of Developmental Tasks is used as the basic screening and diagnostic instrument, and instructions are provided on how to use the instrument for both purposes. Detailed sections on teacher training, implementation, parent involvement, and evaluation of student progress are included. Reading readiness areas covered are language development, visual and auditory perception, concept development, and motor coordination. The appendixes include information on budget, tests and inventories, format for volunteer training sessions, supplemental programs for children continuing at risk, suggested materials and supplies, project-developed prescriptive activities, and suggestions on how to deal with specific learning handicaps. (MKM)

0698 ED 173 904
Collister, Larry
Declining Enrollments–Rising Problems. Report No. 79-10.
Seattle Public Schools, Wash. Dept. of Planning, Research, and Evaluation.
Pub Date—Jul 79
Note—9p.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Declining Enrollment, Elementary Secondary Education, Expenditure Per Student, Full State Funding, *School Closing, Student Costs, Student Teacher Ratio
Identifiers—*Seattle Public Schools WA
The Seattle School District has experienced a steady enrollment decline over the last decade or more. Yet even when total revenues and revenue dollars per child are expressed in 1967 dollars, it is clear that the number of dollars spent per child on education is increasing. This is partially because it is not possible to reduce staff members as fast as enrollments decline and partially because special programs have increased. Also, over the same period, the amount of floor space has not been reduced to keep pace with the decreasing number of students. In 1975 the state of Washington was ordered by the courts to fulfill its constitutional duty of funding the full costs of basic education. The resulting basic education law prescribes length of school day and permissible student/teacher ratios. Numbers of staff must be reduced, which means that school closures, although unpopular, will be inevitable. (Author/JM)

0699 ED 173 920
Stanley, William L., Jr.
Reduction in Force: Is Your Board Prepared?
Pub Date—22 Apr 79
Note—22p.; Paper presented at the Annual Meeting of the National School Boards Association (39th, Miami Beach, Florida, April 21-24, 1979) ; Best copy available
Pub Type— Speeches/Meeting Papers (150) — Guides - General (050)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, *Board of Education Role, Guidelines, *Reduction in Force, School Districts
Identifiers—*Atlanta Public Schools GA
A reduction in force (RIF), coupled with today's inflation and cost of living increases, impacts on school systems. This paper discusses the effects on an urban school system–the Atlanta Public Schools–and offers suggestions to school administrators on moves to make and pitfalls to avoid when faced with RIF. Some topics covered include legal ramifications, due process, teacher tenure, and the role of school boards and administrators. The paper suggests that school boards (1) initiate an RIF policy before it's needed, (2) cut expenses to the bone, (3) clarify the board's position to staff and community, (4) use the news media to publicize policy and administrative regulations, and (5) indicate that alternatives are continuing to be sought. Also listed are 6 pitfalls to avoid and 17 ways to reduce the financial trauma of staff cuts. (Author/LD)

0700 ED 173 999
Asian Pacific Perspectives.
Los Angeles Unified School District, Calif.
Pub Date—74
Note—378p.
Available from—Publications Unit, Los Angeles Unified School District, 450 N. Grand, Rm. G230, Los Angeles, California 90012
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors—Asian Americans, Bibliographies, Bilingual Education, *Cultural Background, *Cultural Education, Elementary Education, *English (Second Language), *Ethnic Groups, Immigrants, *Instructional Materials, Language Instruction, Minority Groups, *Multicultural Education, Phonology, Resource Materials, Syntax
Identifiers—*Knowledge of English Yields Success Project
This multicultural guide contains classroom activities that have been prepared for use in the primary grades. The guide is divided into five sections: (1) multicultural, (2) phonology, (3) syntax, (4) comprehension, and (5) resources. The multicultural unit discusses twenty activities from Asian countries, some involving arts and crafts and some involving classroom discussion. The phonology unit is designed to help Asian American students improve their oral/aural discrimination skills in English. Each of the 30 lesson units represents a pronunciation problem for three or more of the five Asian language groups. The syntax unit is designed to give Asian American students a better understanding of English sentence structure as well as knowledge of the American culture. The comprehension unit is developed to assist students who are learning English as a second language to express themselves orally in English. The resources unit contains three bibliographies: (1) "Asian American Bibliography: Adult Reading," (2) "Asian American Multi-Media Materials, K-3," and (3) "Bibliography of Asian American Children's Books, K-3." (NCR)

0701 ED 176 224
Reading Improvement Curriculum.
Lansing School District, Mich.
Pub Date—Aug 77
Note—511p.; Best copy available
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF02/PC21 Plus Postage.
Descriptors—Adult Basic Education, *Adult Reading Programs, *Autoinstructional Aids, *Basic Skills, Curriculum Guides, *Reading Improvement, *Reading Instruction, *Reading Skills
This curriculum guide was developed to provide a consistent reading improvement curriculum throughout the Lansing, Michigan, adult education program. An introductory section contains a statement of the purpose of the program, its objectives and goals, student and teacher survey forms, general instructions and suggestions for using the teaching materials contained in the guide, a series of placement tests, and several posttests. This section is followed by three major reading improvement units each containing a series of teaching materials covering the following subjects: root words, prefixes, and suffixes; synonyms, antonyms, and homonyms; main ideas and topics; relationships; following directions; graphs, globes, and maps; spelling; context clues; finding the main idea; reading for details; dictionary skills; content area reading skills; fact or opinion; propaganda and advertising; how to read faster; how to use the library; literature; the world of fiction; the world of nonfiction; how to read magazines and newspapers; how to read poetry; and how to read a play. Each unit also includes a syllabus describing weekly assignments. A section of answer keys is included for tests and activities given in other sections and a final section lists references where additional activities can be found. (TJ)

0702 ED 176 331
Malloy, Jane M.
Curriculum Guide: Irish Literature and Related Arts, Grades 11 and 12.
Boston Public Schools, Mass.
Pub Date—May 77
Note—275p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Art, Audiovisual Aids, Biographies, *Cultural Awareness, Cultural Background, Curriculum Guides, Drama, Films, Foreign Countries, *History, *Learning Activities, Literary Criticism, *Literature Appreciation, *Minicourses, Music, Novels, Poetry, Secondary Education, Short Stories
Identifiers—*Ireland, *Irish Literature
Developed to meet the needs and interests of eleventh and twelfth grade inner city students who demand that literature be relevant to life, this curriculum guide provides material for a minicourse in Irish literature that aims at a comprehensive exposure to Irish culture through Irish literature, historical accounts, music, and art. It contains detailed guides for helping students to learn about the following: three plays; the novel "The Informer" by Liam O'Flaherty; a film version of "The Informer"; Brendan Behan's autobiographical story, "Borstal Boy"; four short stories; seven films; the development of Irish family trees; the Irish newspaper; limericks; two poems; art; and music. Supplementary materials include suggestions for teaching approaches for the minicourse, a first-day handout to stimulate students' interest in Ireland, suggestions for a "slide tour" of Ireland, biographical information about Brendan Behan and about 15 Irish patriots honored by the Irish government with commemorative postage stamps, an account of the early Irish-American connection, a crossword puzzle related to Ireland, and a selected bibliography of print publications and phonograph records about Ireland. Appendixes provide information about the Irish uprising from 1916 to 1922 and words to a phonograph record of songs about the uprising; an outline of Irish history; an educational bulletin about Northern Ireland; and review questions for filmstrips about Ireland. (GT)

0703 ED 176 530
Azios, Maria Leticia And Others
Teaching English as a Second Language: A Handbook for Science. Curriculum Bulletin Number 75CBM5, Secondary Level.
Houston Independent School District, Tex.
Pub Date—75
Note—158p.
Language—English; Spanish
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Anatomy, Anthropology, Astronomy, Bilingual Students, Biology, Botany, Chemistry, Course Descriptions, *English (Second Language), Genetics, Geology, Instructional Materials, Laboratory Procedures, *Language Instruction, Material Development, Measurement, Metric System, Oceanography, Physics, Science Instruction, Science Laboratories, *Science Materials, Secondary Education, *Secondary School Science, Second Language Learning, Space Sciences, *Spanish, Spanish Speaking, Zoology
This course guide is intended for classroom use by teachers of secondary level science to Spanish-speaking students of English as a second language (ESL). Both science instruction and acquisition of English scientific terminology are emphasized, within the framework of increasing overall student proficiency in English. The book is prefaced with a rationale to guide the teacher. Units present drills in repetition, substitution, and question answering. Topics covered include the metric system, matter and temperature, solutions, the microscope, the cell, mitosis, genetics, taxonomic classification, record breakers among animals, the human ear, the skeletal system, digestion, flowers and seeds, the structure of the earth, the water cycle, oceanography, astronomy, anthropology, and space exploration. Ample illustrations are provided,, laboratory activities are described, and Spanish translations of many assignments are provided to assist the student in mastering new terminology. (JB)

0704 ED 176 531
Azios, Maria Leticia And Others
Teaching English as a Second Language: A Handbook for Social Studies. Curriculum Bulletin Number 75CBM6, Secondary Level.
Houston Independent School District, Tex.
Pub Date—75
Note—119p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Bilingual Students, Course Descriptions, Cultural Education, Educational Media, *English (Second Language), Geography, History, *Instructional Materials, *Language Instruction, Material Development, *Mexican American History, Mexican Americans, Secondary Education, Second Language Learning, *Social Studies, *Spanish, Spanish Speaking, Units of Study
Identifiers—*Texas
This book of activities and exercises is intended as a guide for a course in secondary level English as a second language (ESL) for Spanish-speaking (especially Mexican-American) students. Increased proficiency in English is fostered by the examination of the Mexican-American cultural heritage. The material presented is useful in a variety of ESL teaching activities, including drills and exercises in repetition, substitution, transformation, memorization, directed questioning, and guided discussion. The book is prefaced with a rationale to guide the teacher, and each unit offers specific suggestions for audiovisual materials and other teacher aids to be

incorporated into the classroom presentation. The units cover the following subjects: self-concept, civil rights, racial and ethnic groups in America, social awareness, music and culture, wedding customs, the folk tale, poetry, using maps, the Indians of Texas, the U.S. government, the industrial revolution, World War II, and world geography. The course is unified by the continuing project of constructing a bulletin board time-line of Mexican history. (JB)

0705 ED 176 532

Azios, Maria Leticia And Others

Teaching English as a Second Language: A Handbook for Mathematics. Curriculum Bulletin Number 75CBM4, Secondary Level.

Houston Independent School District, Tex.

Pub Date—75

Note—88p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Arithmetic, Bilingual Students, Consumer Education, Course Descriptions, Decimal Fractions, *English (Second Language), Fractions, Geometry, Glossaries, Graphs, *Instructional Materials, *Language Instruction, Material Development, *Mathematics Instruction, Mathematics Materials, Numbers, Number Systems, Secondary Education, *Secondary School Mathematics, Second Language Learning, Set Theory, *Spanish, Spanish Speaking

This course guide is intended for classroom use by teachers of secondary level mathematics to Spanish-speaking students of English as a second language (ESL). Both mathematical instruction and acquisition of English mathematical terminology are emphasized. The book is divided into chapters that comprise a Spanish-English glossary of mathematical terms, simple exercises involving the Roman and Mayan number systems, consumer arithmetic, fractions, decimals, positive and negative numbers, sets, graphs, equations, and geometry. (JB)

0706 ED 176 533

Azios, Maria Leticia And Others

Teaching English as a Second Language: A Handbook for Language Arts. Curriculum Bulletin Number 75CBM3, Secondary Level.

Houston Independent School District, Tex.

Pub Date—75

Note—168p.

Language—English, Spanish

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors—American Indian Languages, Bilingual Students, Capitalization (Alphabetic), Cloze Procedure, Course Descriptions, *English (Second Language), Form Classes (Languages), *Grammar, *Instructional Materials, *Language Arts, *Language Instruction, *Language Skills, Linguistic Borrowing, Morphology (Languages), Nonverbal Communication, Paragraph Composition, Phonology, Punctuation, Secondary Education, Second Language Learning, Sentences, Spanish, Spanish Speaking, Verbs, *Writing (Composition), Writing Skills

Identifiers—*Slang, Tense (Verbs)

This course guide is intended for classroom use by teachers of English as a second language (ESL) to Spanish-speaking secondary school students. Each unit offers exercises and activities to facilitate increased proficiency in some aspect of English grammar or usage. The book is prefaced with a rationale to guide the teacher. Topics covered include sound discrimination through minimal pairs, the Cloze method, word borrowing from Indian language to Spanish, word borrowing from Spanish to English, slang, gestures and expressions, punctuation, capital letters, count and non-count nouns, action and linking verbs, past tense of regular verbs, regular and irregular verbs, irregular past tense, adjectives, parts of speech, stressed and unstressed syllables, techniques of description, comparison of adjectives, writing a recipe, logical sequence, accents, homonyms, types of sentences, sentence construction, sentence variety, news reporting, paragraphs, adverbs, modal auxiliaries, identifying root words, and prefixes and suffixes. (JB)

0707 ED 176 552

Ligon, Glynn And Others

Final Technical Report. ESEA Title VII Bilingual Project 1974-1975.

Austin Independent School District, Tex. Office of Research and Evaluation.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date—Jun 75

Note—490p.; Project N. S0163SA

Pub Type— Reports - Descriptive (141)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors—Academic Achievement, *Bilingual Education, Bilingual Schools, Bilingual Students, *Educational Assessment, Educational Environment, Educational Objectives, *Educational Policy, Elementary Education, Language Dominance, Language Instruction, Language Programs, *Program Evaluation, School Districts, Second Language Learning, *Spanish Speaking

Identifiers—*Bilingual Education Act 1968, *Elementary Secondary Education Act Title VII

This Bilingual Project reviewed here included 2,406 students in grades kindergarten through 6 on 16 campuses in 3 types of project schools. Student outcomes are viewed in relation to the instructional processes conducted and the inputs provided through project resources. All this is considered within the context of the overall instructional program. A generally high level of attainment was found for objectives related to instructional processes and project inputs. On the other hand, it was found that development of local curriculum units did not occur, and that parent volunteers were frequently not present during classroom instructional time. In addition to the measurement of project objectives, four areas of special interest were investigated. Results of these studies showed that: (1) students receiving bilingual instruction learned more Spanish and just as much English as those students in non-bilingual classes; (2) parents who are interviewed by a community representative develop more knowledge and support of school activities; (3) Spanish is used widely in instruction, but English is used more for informal acticities; and (4) bilingual project classrooms were more task-oriented, more positive, and produced more teacher-student contact than non-project classroom on the same campus. (Author/AMH)

0708 ED 176 553

Sung, Robert

Fa Keih Reading Series. Book 1.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—140p.; For related document see FL 010 570

Language—Chinese; English

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Bilingual Education, *Chinese, *Chinese Culture, *Cultural Education, Grammar, *Language Instruction, Language Skills, Learning Activities, Literature, *Reading Instruction, *Reading Materials, Textbooks, Vocabulary, Word Study Skills

Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This is the first of a reading series designed primarily for students who are interested in continuing to learn Chinese in a Chinese bilingual program at the secondary level. It follows "The Golden Mountain Reading Series" developed for students in the elementary grades. Each lesson contains the following elements: vocabulary, explanations, idioms, questions for discussion, and exercises on structure and usage of words and phrases. Also included are exercises to distinguish synonyms, antonyms, homonyms, and classifiers. The reading selections are taken from Chinese literature, both classical and contemproary. The topics covered in the reading selections include the introduction and appreciation of writing styles, practical wirtings, translations, student's writings, newspaper articles, and essays written by Chinese Americans. The series was developed around the interests and experiences of the students for whom it was intended. In addition to objectives directly connected with language skills, cultural and affective objectives of the series are stated. (Author/AMH)

0709 ED 176 554

Sung, Robert

Fa Keih Reading Series. Teacher's Guide, Book 1.

San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—78

Note—63p.; For related document see FL 010 569

Language—Chinese; English

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Bilingual Education, *Chinese, *Chinese Culture, *Cultural Education, Educational Objectives, Grammar, *Language Instruction, Language Skills, Learning Activities, Literature, *Reading Instruction, *Reading Materials, Teaching Guides, Vocabulary, Word Study Skills

Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This Teacher's Guide is intended to accompany Book One of the series which is designed primarily for students who are interested in continuing to learn Chinese in a Chinese bilingual pilot program at the secondary level. For each lesson, the guide includes the following: (1) an introduction to the writer; (2) a summary of the lesson; (3) a description of the author's writing style; (4) answers to exercises; (5) suggestions for teaching the lesson; and (6) other pertinent information. The objectives of the series include cultural and affective objectives as well as those directly connected with learning language skills. (Author/AMH)

0710 ED 177 055

Consumer's Choice: An Interdisciplinary Approach to Consumer Education. Developed for Grades K-4.

Allegheny Intermediate Unit, Pittsburgh, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—For related documents, see ED 164 388 and 389

Available from—Project ICE, Allegheny Intermediate Unit, Suite 1300, Two Allegheny Center, Pittsburgh, Pennsylvania 15202 (free, limited supply)

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors—Civil Rights, *Concept Teaching, Consumer Economics, *Consumer Education, *Daily Living Skills, *Educational Strategies, Elementary Education, Integrated Activities, *Interdisciplinary Approach, Learning Activities, Purchasing, Social Studies, Teaching Guides

This manual suggests teaching strategies for integrating consumer education into art, language arts, mathematics, science/health, and social studies in grades K-4. The guide lists consumer education competencies, interdisciplinary structures for consumer education, and provides a chart which relates competencies to page numbers in the guide. Competencies are related to the concepts of the marketplace; legal rights, redress, and consumer law; major purchases of products and services; and special problems such as advertising and product safety. Sections for individual subject areas include the concept, competency, and sub-competency to be covered for each activity, suggested classroom activities, resources, follow-up activities, and performance indicators. In art, students draw a labor saving device, make collages of luxuries they desire and then compute the price, and design packages for new products. Some activities in language arts include interviewing people about their purchasing goals, writing letters of complaint, and consulting a telephone directory to locate agencies which benefit consumers. Mathematics students examine differences between bartering and using money, play monopoly, and prepare a shopping budget. Activities in science and health include presentations by public health officials, discussions of drugs, cigarettes, and alcohol, and examination of advertisements for unnecessary products. Social studies classes examine differences between goods and services, fill out a checklist of basic needs, and comparison shop through newspaper advertisements. Lists of relevant books, film, teaching kits, games, and resources of free material and information are included. (KC)

0711 ED 177 070
Pilich, Benjamin
Linkage Manual V, Social Studies II.
New York City Board of Education, N.Y.
Pub Date—Feb 78
Note—148p.; Captions under photographs may not reproduce clearly in paper copy due to small print type throughout original document
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Ancient History, Cultural Awareness, *Educational Objectives, *History Instruction, *Inquiry, Instructional Materials, Junior High School Students, *Learning Activities, Reading Skills, Secondary Education, *Skill Development, *Social Studies
The linkage manual presents social studies material in story outline form. Linkage refers to the bonding of study skills (particularly logical thinking and reading) with subject area content. The document is intended as an aid to intermediate and junior high school classroom teachers as they develop and/or adapt social studies materials to meet the particular needs of their students. Seventeen sample lessons are presented. Topics focus on life in earliest times, earliest civilizations, contributions of ancient China to the world, events leading to the crusades, and reasons for seeking a new route to the East. Activities involve students in locating answers, using charts and diagrams presented in the lessons, writing brief answers to questions based on reading in the lessons, drawing time lines, listing sequences of events, participating in educational games, and matching ideas with clues presented in the lessons. For each lesson, information is presented on a social studies objective; a reading objective; background information involving illustrations, maps, and questions; vocabulary development exercises; context clue exercises; silent reading suggestions; and reading and social studies questions. Supplementary reading suggestions are listed for each topic. (DB)

0712 ED 177 242
Napier, Shirley
Multicultural Education, A Concept Paper.
Pub Date—[79]
Note—10p.
Pub Type— Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Cultural Pluralism, Educational Administration, *Educational Improvement, Elementary Secondary Education, Minority Groups, *Multicultural Education, Opinions, *Political Influences, Public Education, *Social Influences
This paper explores some reasons why the concept of multicultural education did not exist until recently, what the concept is, and some directions that educational administrators might take to promote cultural pluralism in education. Social and political conditions which led to the idea of multicultural education are reviewed. It is argued that minority group dissatisfaction with the educational system's focus on homogeneity was the stimulus for the development of the concept. Multicultural education is described as a commitment to a social system that will revere human dignity and the worth of the individual. Factors that should be considered by educational administrators in an effort to develop a climate of interest, concern and involvement in multicultural education are outlined. (Author/EB)

0713 ED 177 295
Fine, Richard D.
The Career Resource Center: A Guide for Implementation.
Roanoke City Public Schools, Va. Dept. of Vocational and Adult Education.
Pub Date—78
Note—59p.; Some pages in this document may not reproduce well due to heavy type ; Prepared in cooperation with the Blue Ridge ETV Association
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Administrator Role, *Career Development, *Career Education, Community Resources, Counselor Role, Educational Resources, Facilities, Facility Planning, Guides, Human Resources, Information Centers, Information Sources, Models, Objectives, Occupational Information, Parent Role, Planning, *Program Development, *Resource Centers, *Resource Materials, *Resource Room Programs, Resource Teachers, School Community Relationship, Secondary Education, Special Programs, Student Role, Teacher Orientation, Teacher Role, Teachers
Presenting information on how to implement a career resource center in a school, this guide is divided into five sections. The first section explains career development, the career resource center, the rationale for implementation, and why career information is important to career development. Section 2 lists seven objectives used in establishing a career resource center. The planning and organization of a career resource center is discussed in section 3. Included are five models for selecting staff members, and teacher orientation activity guidelines. The coordinating counsel, spatial considerations, publicity, and evaluation and modification are also discussed. The fourth section explains how students, teachers, counselors, administrators, business and labor, and parents can use and benefit from a career resource center. Section 5 suggests career resource material which could be used in a career resource center. (LRA)

0714 ED 177 391
Norris, Carol A. Chan, Susy S.
Bostrom Alternative Center for Education: Interim Evaluation Report.
Phoenix Union High School District, Ariz.
Pub Date—Apr 79
Note—59p.
Pub Type— Reports - Evaluative (142) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Counseling Effectiveness, *Dropout Programs, High School Students, *Minority Groups, *Nontraditional Education, Program Descriptions, *Program Effectiveness, Program Evaluation, Secondary Education, Student Attitudes, Student School Relationship
Identifiers—*Bostrom Alternative Center for Education
The mid-year evaluation of the Bostrom Alternative Center for Education (BACE) during its third year of operation (1978-79) reviewed student characteristics, student termination, and results of student, parent and staff surveys. Students (N = 334) attended Bostrom Center during the first semester. The academic program had the largest student enrollment (158); Life Skills (89) and GED (87) had similar size of enrollment. The majority of the students' ages ranged from 15 to 18 years old. Students were primarily Hispanic, black, and white, with a large proportion of non-white minority students. Most students had less than 10 credits earned toward graudation. About one-third of the students were dropouts for one or more years. Most of them came from schools within the Phoenix Union High School System and many had attended Bostrom Center previously. Students were referred to Bostrom through school counselors, friends, probation/parole officers. About 23% of the students were on probation/parole at the time of enrollment. By January 1979, 134 students were terminated. The dropout rate was about 22.5%. Among all terminated students, 63% withdrew for non-positive reasons; 11 obtained their GED Certificates. In general, students, parents and staff all endorsed the program as a success. Individualized support for student academic and social problems, understanding staff, small classes and self-paced learning helped change students' attitudes toward school. GED and vocational orientation in curriculum, coordination among staff members, and frequent parental contacts also facilitated student performance. (Author)

0715 ED 177 516
Higher Horizons 100, 1978-1979; Hartford Moves Ahead: An Evaluative Report.
Hartford Public Schools, Conn.
Pub Date—79
Note—49p.; For related documents, see ED 058 345, ED 068 618, ED 098 267, and ED 120 294
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Achievement Gains, Attendance Patterns, *Educationally Disadvantaged, High Schools, Junior High Schools, Mathematics, *Program Effectiveness, *Program Evaluation, *Reading Achievement, Secondary Education, Student Attitudes, *Student Improvement, *Supplementary Education
During its fourteenth year, the Hartford (Connecticut) school district's Higher Horizons 100 Program (HH100), a supplementary program providing groups of 100 educationally disadvantaged students with an integrated academic, cultural, and counseling program, produced a series of substantial student gains. In all but one instance, fall to spring scores on reading and mathematics achievement tests showed gains that were statistically significant. These gain levels produced changes in relative percentile standings ranging from 5 to 36 points. In addition to achievement test gains, HH100 students produced attendance patterns substantially higher than those expected for their host school and grade. These gains ranged from 3.2% to 16.9% above projected levels. While it was not determined whether HH100 students improved their attitudes toward themselves and their schools, the attitudes themselves were highly positive. (Author/RL)

0716 ED 177 729
Arsulich, Michael
Discipline: A Review of Selected Literature.
San Diego County Dept. of Education, Calif.
Pub Date—Nov 79
Note—23p.
Pub Type— Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Change, *Change Strategies, Corporal Punishment, *Delinquency Causes, Discipline Policy, *Discipline Problems, Elementary Secondary Education, Literature Reviews, Problem Solving, School Security, *School Vandalism, *Student School Relationship, *Violence
The nature of school discipline problems has changed over the past few decades. In the 1950s, teachers thought that fighting, stealing, and disrespect toward authority were the most serious forms of student misbehavior. Violent assaults on teachers and pupils, gang warfare, burglary, extortion, and destruction of school property are included among the discipline problems of today. The existence of these problems is well documented. Some of the causes, as suggested by research studies, are peer and gang influences, televised aggression, and poor home conditions. Negative school experiences considered as causal factors include large classes, incompetent and indifferent teachers, lack of authority in the schools, and irrelevant curriculum. Some measures that research findings indicate may help solve the problems are teaching school personnel alternative classroom instructional and management techniques; involving students, parents, and the community in developing corrective measures; strong leadership by principals; and rules of conduct that are specific, publicized, and enforced. (Author/MLF)

0717 ED 177 778
Career Education Program for the Talented.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note—47p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aesthetic Education, Art Education, *Behavioral Objectives, *Career Education, Communications, Creative Writing, Curriculum Guides, Dance, Drama, Elementary Education, Junior High Schools, *Learning Activities, Music, *Talent
The curriculum packet lists objectives and activities used in a career education program in which talented students in grades 4-9 interacted with practicing professionals in six arts areas (art, creative writing, dance, drama, media, and music). Information is presented according to session sequence, and includes descriptions of such aspects as introductory activities, materials, discussion topic, media, and time schedules. Among the suggested activities listed are designing a personal portfolio, pencil drawing (art); advertising, theater/entertainment writing (creative writing); creativity discussions, dance therapy (dance); mime, painting to music (drama); photo-silkscreens (media); and music performance (music). (CL)

0718 ED 179 464
The American Legal System: A Field Study Approach.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Pub Date—77
Note—69p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Career Opportunities, Community Resources, Educational Objectives, *Field Experience Programs, *Laws, Learning Activities, *Legal Education, Secondary Education, Skill Development, Teaching Guides

The document presents an outline for a high school legal education program which emphasizes field experiences. The program is called the American Legal System Satellite Center, and is designed to provide students with experiential knowledge of the functions, procedures, and facets of law; to expose them to a wide range of law-related career opportunities; and to develop social studies skills. The course is divided into ten units and covers topics such as the functions of law, structure of the legal system, courtroom procedure, the criminal justice system, sources of law, tort law, civil procedure, contracts and consumer law, family law, regulatory and beneficial law, and the limits of law. Each unit offers readings and references for both students and teachers; lists community resources such as courts, penal institutions, and law-making bodies; and suggests possible teaching and field activities using these resources. Some possible speakers and multimedia materials are listed. The final unit is a mock trial and contains all the material necessary for the activity. Appendices suggest internship opportunities, research projects utilizing community resources, worksheet/study guides, resources for speakers, legal services available in Milwaukee, bibliographies for students and teachers, and lists of law-related filmstrips and films. (CK)

0719 ED 179 564
Russell, Dale Plakos, John
Developing a Pupil Assessment System for Proficiency-Based Instructional Programs.
Los Angeles County Superintendent of Schools, Calif.
Pub Date—Sep 77
Note—98p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Standards, Accountability, Achievement Tests, *Competency Based Education, *Criterion Referenced Tests, *Educational Assessment, Educational Objectives, Educational Philosophy, Educational Testing, Elementary Secondary Education, Guides, Measurement Techniques, *Program Development, Test Construction, *Testing Programs, Test Results, Test Selection

A method of developing measurement instruments to assess academic achievement in proficiency-based education is presented. Materials and exercises are sequenced to correspond to major activities which must be completed in developing local assessment systems. The exercises contained in this workshop guide have been field tested and can be followed by both large and small districts. The method is comprised of ten steps: (1) establishing a school philosophy; (2) identifying educational goals; (3) developing performance objectives for each goal; (4) identifying pupils' skills to be assessed; (5) selecting or constructing measurement instruments; (6) setting performance standards; (7) developing procedures for monitoring student proficiencies and reporting data; (8) implementing the assessment procedures and collecting data; (9) making decisions about students' needs based on the data; and (10) adjusting curricula and programs according to the evaluation results. Test validity and test reliability are also discussed. (MH)

0720 ED 179 565
Russell, Dale And Others
Developing a Workable Needs Assessment Process.
Los Angeles County Superintendent of Schools, Calif.
Pub Date—77
Note—85p.
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrative Problems, Data Collection, Decision Making, *Educational Assessment, Educational Needs, *Educational Objectives, *Educational Planning, Educational Problems, Elementary Secondary Education, Guidelines, Guides, Information Needs, Models, *Needs Assessment, Program Design, *Program Development, Program Evaluation, Questionnaires, School Community Relationship, Superintendents, Test Construction

Needs assessment is defined as the contrast between present and desired conditions. To determine needs for educational program planning, a cooperative effort is recommended, involving parents, students, community members, teachers, and administrators. This training guide was developed for inservice training on implementing the concepts and practices involved in needs assessment. Fifteen steps are described: (1) determining the scope and possible outcomes of the program; (2) establishing decision rules; (3) stating goals for each component; (4) assigning priorities to the goals; (5) conceptualizing the data collection process; (6) obtaining measurement instruments; (7) obtaining the superintendent's approval; (8) collecting, summarizing, and reporting the data; (9) setting final performance standards; (10) determining needs; (11) determining the priorities among needs; (12) determining the feasibility of the desired program; (13) identifying the possible causes of existing weaknesses; (14) developing program objectives and activities; and (15) reviewing the proposed programs. The described needs assessment procedure is followed by stating the program; and using the evaluation data for decisionmaking and for future needs assessment. Exercises include selecting and ranking goals; selecting a needs assessment model; and questionnaire development. A bibliography is appended. (MH)

0721 ED 179 658
Asian American Curriculum Guide.
Saint Paul Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 78
Note—259p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 019 998-999
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Asian Americans, Behavioral Objectives, Chinese Americans, *Cross Cultural Studies, Cultural Differences, *Curriculum Guides, Elementary Education, *Elementary School Students, *Ethnic Stereotypes, Filipino Americans, Hawaiians, Indochinese, Japanese Americans, Korean Americans, Lesson Plans, *Resource Materials, Teaching Guides

This comprehensive Asian American curriculum and resource guide for elementary school teachers consists of lessons developed as part of an in-service teacher education workshop. The guide is divided into three topic areas: stereotyping; similarities; and differences. The format for lessons in all sections contains a title, key concepts, generalizations, behavioral objectives, teaching procedures, and resources and materials. The lessons are designed to be used for different subjects including social studies, art, math, music, reading, language arts, and home economics. Specific materials and worksheets follow each lesson. These materials include instructions for activities such as Chinese character writing, origami, and tangrams. Additional activity sheets and supplementary materials are included in a guide to integrating Asian American lessons into the classroom. A short evaluation form for evaluating Asian American classroom materials and a brief annotated bibliography are included. (Author/PMR)

0722 ED 179 659
Asian American Curriculum Guide: Secondary.
Saint Paul Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 79
Note—231p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 019 997 and UD 019 999
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Asian Americans, Behavioral Objectives, Chinese Americans, *Cross Cultural Studies, Cultural Differences, *Curriculum Guides, *Ethnic Stereotypes, Filipino Americans, Hawaiians, High School Students, *Indochinese, Japanese Americans, Junior High School Students, Korean Americans, Lesson Plans, *Resource Materials, Secondary Education, Teaching Guides

Created as part of an in-service teacher education workshop, this guide for a secondary school Asian American curriculum is divided into a section for junior high students and a section for senior high students. In each section, the same pattern is followed. Lesson plans are arranged by subject and grade and are followed by student worksheets when they are needed for the lesson. All lessons are structured to include a title, key concepts, generalizations, behavioral objectives, teaching procedures, evaluative procedures, and resources and materials. Lessons are designed to be used in subject fields such as social studies, reading, and home economics. Topics covered in lessons include stereotyping, holidays, food, stories, historical facts, and values. A section on supplementary materials includes resources for studying the Indochinese. These resources include reprints of newspaper stories about the refugees and the boat people. An annotated bibliography of print and non-print materials about Asian Americans is also included. (Author/PMR)

0723 ED 179 660
Asian American Curriculum Guide: Elementary.
Saint Paul Public Schools, Minn.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jun 79
Note—91p.; Not available in paper copy due to reproduction quality of original document; For related documents see UD 019 997-998
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Asian Americans, Behavioral Objectives, Childrens Games, Chinese Americans, *Cross Cultural Studies, Cultural Differences, *Curriculum Guides, Elementary Education, *Elementary School Students, *Ethnic Stereotypes, Filipino Americans, Hawaiians, Japanese Americans, Korean Americans, Lesson Plans, *Resource Materials, Teaching Guides

Designed to meet the need for elementary school students to understand the status, needs, and contributions of Asian Americans, this curriculum guide was developed as a result of an in-service teacher education workshop. The basic premise of the guide is the recognition that student awareness and understanding of Asian Americans should be developed through integrating an Asian American curriculum into ongoing curricula. Lesson plans for the guide are arranged in grade level order from kindergarten through sixth grade with one lesson for grades five through nine. Lessons are included for subjects such as social studies, music, math, reading, and language arts. All lessons follow the same format, with a title, key concepts, generalizations, behavioral objectives, teaching procedures, evaluative procedures, and resources and materials. Worksheets follow each lesson when needed. Supplementary materials provide additional information on specific aspects of the Asian American heritage. These materials include games and an annotated bibliography of print and non-print materials. (Author/PMR)

0724 ED 179 663

Hunt, Neen, Ed. Holt, Ben, Ed.

The Dropout Report: Number of Dropouts, Current Responses, Recommendations.

New York City Public Schools, Brooklyn, N.Y.

Pub Date—16 Oct 79

Note—58p.

Pub Type— Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Administrator Responsibility, Dropout Prevention, *Dropout Programs, *Dropouts, *Educational Policy, Failure, *School Responsibility, Secondary Education, *Teacher Responsibility

Identifiers—*New York (New York)

Despite the difficulty inherent in counting dropouts, it can be estimated that about 45 percent of the ninth graders in New York City public high schools drop out before completing their high school education. These dropouts, characteristically, have experienced academic failure and will probably continue to experience failure after they leave school. Several studies help to explain why students drop out. Reasons include academic failure, boredom, alienation or lack of motivation, personal or home problems, and language difficulties. The school system itself also contributes to the problem by not responding adequately to the vulnerable student. Some programs do exist for preventing students from leaving school and assisting dropouts to return. There is a need for more of these programs in the lower grades, however, and for more extensive services in the high schools. The Chancellor's attendance and promotional policies, the High School Division outreach policy, a Board-wide task force on Regents Competency Tests, and a new high school admissions policy are changes which should be able to reduce the dropout rate. In addition, a number of new programs that would help to identify future dropouts and bring past dropouts back into the educational system could be immediately implemented. (Author/GC)

0725 ED 179 674

McDermott, M. Joan

Criminal Victimization in Urban Schools. Applications of the National Crime Survey Victimization and Attitude Data.

Criminal Justice Research Center, Albany, N.Y.

Spons Agency—National Criminal Justice Information and Statistics Service (Dept. of Justice/-LEAA), Washington, D.C.

Report No.—NCJ-56396; SD-VAD-8

Pub Date—79

Grant—75-SS-99-6029

Note—56p.; Appendix C (Questionnaire) may be marginally legible

Pub Type— Numerical/Quantitative Data (110) — Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Crime, Elementary Secondary Education, Rape, *School Security, Statistical Data, Stealing, Surveys, *Urban Schools, *Violence

Victimization data from 26 American cities surveyed in 1974 and 1975 are used in this study to examine personal victimizations-rapes, robberies, assaults, and larcenies-that occurred in urban schools. Findings of the study include the following: (1) 270,000 personal victimizations were reported to have occurred inside schools over the course of a year; (2) most of the in-school crime was either petty theft or assault resulting in minor injury to the victim, and weapons were rarely used; (3) 78% of in-school victimizations were reported by students; (4) most of the in-school offenders were perceived by their victims to be young males of black or other minority races; (5) nine out of ten of the in-school victimizations suffered by students and four out of five of those suffered by teachers and others were not reported to the police. (Author/RLV)

0726 ED 179 843

Wilson, James D. And Others

An Allied Health Professions Counseling Program Model: A Guide for Secondary Schools.

New Orleans Public Schools, La.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date—Jul 79

Contract—231-76-0065

Note—209p.; Best copy available

Pub Type— Guides - General (050) — Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Allied Health Occupations, *Career Education, *Career Planning, *Counseling Services, *Curriculum Design, High School Students, *Instructional Materials, Models, *Occupational Information, Program Descriptions, Program Design, Program Effectiveness, Secondary Education

This report describes the Orleans Parish Allied Health Profession Counseling Program, a three-year project developed to evaluate the effectiveness of providing health career information in a structured classroom setting. The materials for this program, which was designed specifically to provide high school students with detailed information concerning technical and professional allied health careers and to provide counseling and resource services to students and faculty in participating schools, provide the following: (1) course content and curriculum; (2) selection and implementation methodology; and (3) program evaluation, problems, and recommendations. The Appendices contain illustrative materials, evaluation instruments used to assess the effectiveness of the program, and a bibliography. (Author/HLM)

0727 ED 180 221

Do, Dinh Tuan And Others

Biology: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.

Title VII Midwest Resource Center, Arlington Heights, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—76

Note—131p.

Language—Vietnamese

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Education, Bilingual Education, *Biological Sciences, *Biology, *English (Second Language), *Indochinese, Science Curriculum, Science Materials, Secondary Education, Secondary School Science, Study Guides, *Supplementary Reading Materials, *Textbooks, Units of Study, *Vietnamese

Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in biology is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

0728 ED 180 222

Do, Dinh Tuan And Others

U.S. History: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.

Title VII Midwest Resource Center, Arlington Heights, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Jan 77

Note—111p.

Language—Vietnamese

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors—Academic Education, *American History, Bilingual Education, *English (Second Language), History Instruction, *Indochinese, Secondary Education, Study Guides, *Supplementary Reading Materials, *Textbooks, *United States History, *Vietnamese, Vocabulary

Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in United States history is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

0729 ED 180 223

Do, Dinh Tuan And Others

Physics: A Vietnamese Supplement. A High-School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.

Title VII Midwest Resource Center, Arlington Heights, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Sep 76

Note—133p.

Language—Vietnamese

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Education, Bilingual Education, *English (Second Language), *Indochinese, Physical Sciences, *Physics, Science Curriculum, *Science Instruction, Science Materials, Scientific Concepts, Secondary Education, Secondary School Science, Study Guides, *Supplementary Reading Materials, *Textbooks, Units of Study, *Vietnamese, Vocabulary

Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in physics is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) basic concepts; and (2) a glossary of technical terms. The first part contains brief "lessons" pertaining to the subject area and provides key concepts in summary form. Preceding the Vietnamese lessons is an outline in English which is meant to serve as a content guide for the teacher. (Author/AMH)

0730 ED 180 224

Do, Dinh Tuan And Others

Mathematics: A Vietnamese Supplement. A High School Bilingual Handbook for the Vietnamese Student. Indochinese High-School Supplements.

Title VII Midwest Resource Center, Arlington Heights, Ill.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—77

Note—146p.

Language—Vietnamese; English

Pub Type— Guides - Classroom - Learner (051)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Academic Education, Bilingual Education, English (Second Language), *Geometric Concepts, *Geometry, *Indochinese, *Mathematical Vocabulary, *Mathematics, Secondary Education, *Secondary School Mathematics, Study Guides, Supplementary Reading Materials, Textbooks, *Vietnamese

Identifiers—Bilingual Education Act 1968, Elementary Secondary Education Act Title VII

This handbook in mathematics is one of a series of handbooks designed for the Indochinese student in American high schools. Like the other books in the series, it is not intended to replace the English-language textbook, but it is designed to help the student understand the textbook. The material presented was compiled and adapted from high school texts so that the terms and concepts would be applicable to standard secondary textbooks. The handbook is composed of two parts: (1) geometry postulates and theorems in both Vietnamese and English; and (2) a glossary of technical terms. (Author/AMH)

0731 ED 180 472

Torres, Rita, Comp. And Others

Multicultural/Multilingual Resources: A Vendor Directory.

California Ethnic Services Task Force, Santa Barbara.

Pub Date—79

Note—233p.; For related documents, see IR 007 925-926, IR 007 935, and IR 007 937

Pub Type— Reference Materials - Directories/-Catalogs (132) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—American Indians, Asian Americans, Blacks, *Comparative Analysis, Directories, *Ethnic Groups, *Library Acquisition, *Library Materials, Mexican Americans, Public Libraries, *Publishing Industry, *Resource Materials, Spanish Speaking, Surveys, Vietnamese People

This directory of library materials vendors is designed for use by medium-sized public libraries to assist librarians in developing collections for the multicultural, multililgual communities which they serve, and includes information on vendor profile, pre-order services provided, and customer satisfaction. The directory concentrates on four major groups in California: Asian American-of Chinese, Japanese, Korean, Pilipino and Vietnamese descent; Black; Chicano/Spanish-speaking; and Native American. An ethnic vendor is anyone who supplies materials about the history and culture in English or in the languages of the particular group or groups, whether exclusively or as part of his stock. A machine-readable questionnaire and letter were sent to 430 vendors and 100 libraries and library systems throughout California. The 140 vendor and 23 library responses were tabulated for a print-out including 61 comparative data responses (self-evaluation by the vendor plus at least one library evaluation); 79 vendor-only responses; and 41 vendors evaluated by at least one library. A subject index provides vendor names as sources of: (1) generalized Asian American materials in English; (2) materials in the Chinese, Japanese, Korean, Pilipino, and Vietnamese languages; (3) Black materials; (4) Chicano/Spanish language materials; and (5) Native American materials. (Author/CWM)

0732 ED 180 853

Consumer Education Organization and Implementation.

Philadelphia School District, Pa. Office of Curriculum and Instruction.

Pub Date—79

Note—96p.

Available from—School District of Philadelphia, 13th and Spring Garden Streets, Philadelphia, PA 19123 ($3.00)

Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Audiotape Recordings, Audiovisual Aids, Bibliographies, Consumer Economics, *Consumer Education, Curriculum Development, *Educational Media, Elementary Secondary Education, Films, Games, Guides, Income, Instructional Materials, Instructional Programs, Laws, Money Management, Nutrition, Periodicals, Purchasing, *Resource Centers, Resource Materials, School Districts, Supplementary Reading Materials, Teacher Education

Identifiers—Pennsylvania (Philadelphia)

This guide lists programs and instructional materials developed by or available through the consumer education division of the Philadelphia School District. Opening sections outline skills to be developed through consumer education, specific services of the consumer education division, and various workshops and inservice programs for teachers and parents of elementary and secondary students. Three sections identify scope and sequence, concepts, and specific materials for initiating consumer education programs at three levels: kindergarten through grade six, grades seven and eight, and grades nine through 12. Another section lists 14 curriculum guides and unit guides which are available from the division's Consumer Affairs Education Resource Center. Some of the guides are in Spanish. The largest section identifies 101 textbooks, supplementary printed materials, workbooks, and spirit masters which are available through the Center. Contents of the guides include consumer mathematics, general and consumer economics, money management, employment and income, law and consumer responsibility, nutrition, and shopping skills. The guides are intended for all grade levels. Each entry includes information on author or publisher, title, recommended grade level, subject area, order number and price, and a brief description of content. Concluding sections briefly describe 123 multimedia kits, eight cassettes, 11 filmstrips, 35 games, 19 transparencies, 64 videotapes, 75 16mm films, and 10 periodicals which can be borrowed from the Center. (AV)

0733 ED 180 866

Course of Study: Afro-American History. Grades 11 and 12. Revised.

Pittsburgh School District, Pa.

Pub Date—Jun 77

Note—237p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*African History, *American History, Black Culture, *Black History, Black Leadership, Black Power, Civil Rights, Civil War (United States), Colonial History (United States), Grade 11, Grade 12, History Instruction, Reconstruction Era, Revolutionary War (United States), Secondary Education, Slavery, Teaching Guides, *United States History

Secondary level units, written in outline form, present the historical influence and significance of blacks in American history. Information is arranged into two major parts: Part one offers a chronological approach to black history; Part two presents a topical approach. Part one includes 14 units. Units I, II, and III discuss a rationale for a course in Afro-American history, African backgrounds, and the slave trade. Unit IV focuses on slavery in colonial America and black participation in the American Revolution. Units V through VIII trace the role of the black through Reconstruction. Topics include the slavery system, slave revolts and insurrections, the Abolition Movement, and the Civil War. Unit IX discusses the role of the Negro in western expansion and industrial growth. Unit X traces the rise of Jim Crowism, the Booker T. Washington philosophy, and opposition to that philosophy by W.E.B. DuBois. Units XI through XIV concern the black in the 20th century. Topics deal with the black renaissance of the twenties, the depression years, the New Deal, blacks in World War II, the contemporary black revolution, and the 1970s. Part two presents ten topical units which include Life Under Slavery, Negro Participation in American Wars, Reconstruction and Segregation, The Negro's Quest for Freedom, The Negro's Role in the Growth and Expansion of American Society, Development of Black Awareness, and the Report of the National Advisory Commission on Civil Disorders. Student activities are included with each unit. Objectives and a list of relevant textbooks are provided. (KC)

0734 ED 180 944

Washburn, David E.

Multicultural Education Programs, Ethnic Studies Curricula, and Ethnic Studies Materials in the United States Public Schools.

Pub Date—74

Note—40p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Cultural Pluralism, *Curriculum, Elementary Secondary Education, *Ethnic Studies, *Instructional Materials, Instructional Programs, *Multicultural Education, *Public Schools, *School Districts, Sociocultural Patterns, Surveys

A survey querying 715 school districts in the United States with regard to the presence and the extent of their multicultural education curricula and instructional activities reveals that 72.5 percent of the respondent districts have introduced ethnic studies curricula into their elementary or secondary school programs. Included in the research report are percentage breakdowns of the ethnic composition of both the school children and the teachers and educational administrators who participated in the survey, as well as an investigation of the specific curricula content of the ethnic studies programs. Much information is presented in tabular form. (LH)

0735 ED 181 066

1977-78 Evaluation Findings. Publication Number: 77.39.

Austin Independent School District, Tex. Office of Research and Evaluation.

Pub Date—Jul 78

Note—332p.

Pub Type— Reference Materials - Bibliographies (131) — Reports - General (140)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors—*Academic Achievement, Annotated Bibliographies, Annual Reports, Basic Skills, Bilingual Education, Compensatory Education, *Educational Assessment, Elementary Secondary Education, Extracurricular Activities, *Federal Programs, Low Income Groups, Migrant Education, Minimum Competency Testing, Parenthood Education, Parent Participation, *Program Evaluation, *Research Projects, *School Districts, Special Education, Vocational Education

Identifiers—*Austin School District TX, Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title VII, Emergency School Aid Act 1972, Texas (Austin)

Summaries are presented of all research and evaluation work conducted by the Austin Independent School District during the 1977-78 school year. Summaries are divided into the following areas: 1978 at a glance; district priorities; basic skills achievement; systemwide achievement profiles; low socioeconomic status (SES) achievement; professional personnel evaluation; minimum competency; local/state bilingual; Elementary Secondary Education Act (ESEA) Title I; ESEA Title I migrant; ESEA Title VII bilingual; state compensatory education; Emergency School Aid Act (ESAA) basic; ESAA pilot; education for parenthood pilot; Project Parental Involvement, Academic Achievement, Vocational Programming, and Extra-Curricular Opportunities (PAVE); ad-hoc studies; and occasional papers, on such topics as minimum competency requirements, teacher competency testing, time use in schools, data processing systems for testing programs, and communication skills. (MH)

0736 ED 181 144

Hunt, Neen Woods, Jerry

Interrupted Education: Students Who Drop Out.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date—30 Sep 79

Note—128p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors—Discipline, *Dropout Attitudes, *Dropout Prevention, *Dropout Programs, *Dropouts, Elementary Secondary Education, Program Evaluation, School Holding Power, *Teacher Attitudes

Identifiers—*New York (New York)

The data for this report on school dropouts in New York City were collected by means of in-depth interviews with high school staff members, students, and dropouts. A total of 229 persons were interviewed in 53 high schools with dropout prevention programs distributed throughout the city. All respondents were asked approximately 50 open-ended questions which allowed them to comment freely on a wide variety of issues. The report is divided into four major sections. The first section discusses problems that lead to dropping out, student perceptions of dropout prevention programs, the importance of early dropout prevention, and the evidence that dropouts can be successfully remediated. Section II is subdivided into eight chapters, each discussing reasons for the dropout problem as understood by staff members in the interview sample. Included in these chapters are discussions of attendance, academic failure, and discipline. Section III presents a discussion of the common elements of successful programs and the problems which have caused some programs to be i***fective. Recommendations for elementary, middle, and high schools are presented in Section IV. (Author/RLV)

0737 ED 181 187

Walkenshaw, Sara, Comp.

Careers. A Districtwide, School Based Approach.

Kansas City School District, Mo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—79

Note—930p.; Parts of this document will not reproduce well due to small, light, or broken type

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF06/PC38 Plus Postage.

Descriptors—Behavioral Objectives, *Career Education, Career Exploration, Curriculum Guides, English Curriculum, *Fused Curriculum, Junior High Schools, *Learning Activities, Mathematics Materials, Reading, Reading Materials, Science Activities, Secondary School Mathematics, Secondary School Science, Social Studies, Teaching Guides, Teaching Methods

The career education materials and concepts in this collection were developed or adapted from other sources by participants in a districtwide junior high career education project piloted in Kansas City, Missouri. Early portions define career education and suggest roles and functions for the collaborative efforts of all who are involved in the teaching/learning process. Sections are also devoted to career education goals and teaching points, evaluation, and teaching methods for both classroom activities and world-of-work exploration. There is a small section on identifying bias and stereotyping and a unit on life planning. The major portion of the guide consists of career education infusion strategies in three categories: (1) general, which covers sixty broad topics such as personal inventory, job interview, career plans, etc., (2) core subject, which offers sixty sets of materials and aids for teachers of social studies, English, science, math, and reading, and (3) other, which includes materials on individualized instruction units, vocal music, child care, etc. The infusion strategies sections include objectives, descriptions, and resource lists for each activity along with supplementary worksheets and exercises. Career education bulletin board ideas and sample applications are appended. (PV)

0738 ED 182 015

The Anatomy of a Program of Humane Discipline in the Atlanta Public School System.

Atlanta Public Schools, Ga.; Atlanta Teacher Corps Consortium, Ga.

Pub Date—79

Note—31p.

Available from—Atlanta Teacher Corps, 2930 Forrest Hill Dr., S.W., Suite 208, Atlanta, GA 30315 ($0.50; 10 or more copies, $0.30 each)

Pub Type— Guides - Non-Classroom (055) — Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Discipline Policy, *Program Development, *Public Schools, Questionnaires, School Surveys, *Suspension, Teacher Attitudes

Identifiers—Detention, *Georgia (Atlanta)

This document on discipline in school describes the policy, processes and products prepared as supportive resources used in Atlanta, Georgia schools. Basic components of inservice training and support for the discipline policy are listed. A school climate survey questionnaire used in a survey of teachers is included with results which reflect the attitudes of Atlanta classroom teachers toward the district's discipline program. Supportive resources for discipline program implementation include a district operations manual, administrator and teacher manual, action plan forms, brochures for students and letters to parents. Procedures for in-school suspension and a detention policy are indicated. (Author/RH)

0739 ED 182 215

The Ethnic History of South Carolina. American History, South Carolina History. Grade 8.

Charleston County School District, North Charleston, S.C. Div. of Instruction.

Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.

Pub Date—75

Note—306p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors—American Indians, Blacks, Essays, *Ethnic Studies, *Fused Curriculum, Grade 8, Jews, Models, Secondary Education, *State History, Teacher Developed Materials, Teaching Guides, *United States History

Identifiers—*Ethnic Heritage Studies Program, South Carolina

This guide for eighth grade teachers was the product of a Title IX ethnic studies project. The guide was designed to supplement the regular South Carolina state history textbooks and place in a more positive frame of reference the ethnic contributions that specific ethnic groups have made to South Carolina history. Written by teachers, the guide is a model of the fusion of U.S. history and South Carolina state history. It contains 18 historical essays. Presented in chronological order, each essay contains a description of the national scene followed by a description of events as they happened in South Carolina during the same period. Ethnic contributions of Black Americans, French Americans, German Americans, Greek Americans, Scotch-Irish Americans, Jewish Americans, and American Indians are presented in each essay when appropriate. Biographical sketches are interspersed throughout the work. At the end of each essay or chapter, numerous activities are listed for students with a wide range of abilities. Students make models of a plantation, write poems, role play, participate in ethnic dances, debate topics, prepare ethnic food, write biographical sketches, and do library research. Also provided at the end of each essay are student and teacher bibliographies. (Author/RM)

0740 ED 182 372

Truesdell, Lee Ann

Funded Programs and Comprehensive Planning.

New York City Board of Education, Brooklyn, N.Y. Div. of Funded Programs.

Pub Date—May 79

Note—96p.; Not available in paper copy due to reproduction quality of original document

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Administrator Role, *Cooperative Programs, *Coordination, *Educational Cooperation, Elementary Secondary Education, Federal Aid, Program Administration, School Districts, *School Organization, *Special Programs, Teacher Education

Identifiers—Elementary Secondary Education Act Title I, *New York (New York)

Students participating in special programs funded under Title I of the Elementary and Secondary Education Act may experience a fragmented and disjointed instructional program. Case studies of ten schools in New York City were conducted to identify the ways in which special programs were coordinated with classroom instruction. Summaries of the case study data include information on instructional goals, school organization, special programs, coordination of instruction in the schools, staff training, district coordination of instruction, parent advisory councils, and concerns about special programs stated by district and school personnel. Factors which influence program coordination at the district and school levels are also discussed. Constraints on instructional coordination, particularly those related to school organization, are examined. Recommendations for change at the Federal, State, district, and school levels are made. (RLV)

0741 ED 182 411

Survey of Public Education in the Nation's Urban School Districts, 1979.

National School Boards Association, Washington, D.C.

Pub Date—79

Note—149p.; Not available in paper copy due to institution's restriction; Appendix may be marginally legible due to small print; For a related document see ED 155 228

Available from—Information Services Department, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007 ($12.50)

Pub Type— Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—Board of Education Role, Boards of Education, Collective Bargaining, Educational Finance, Elementary Secondary Education, Enrollment, Nontraditional Education, *Public Schools, School Community Relationship, *School Districts, *Statistical Data, Superintendents, *Surveys, *Tables (Data), Teachers, *Urban Schools

This report is based on the responses of 61 urban school districts surveyed in 1979. Statistical tables cover the following areas: student enrollment, staffing, finances, selection and organization of school boards, school board-community relations, collective bargaining, alternative instructional programs, and profiles of school board members and superintendents. Where appropriate, population data is broken down by race and sex. Included is an appendix which provides the survey instrument employed. (Author/WP)

0742 ED 182 412

Snowden, Petra Elizabeth

Urban Education: The Relationship Between Schools and the Urban Milieu.

Pub Date—80

Note—16p.

Pub Type— Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Role, Curriculum Problems, Elementary Secondary Education, Financial Needs, Minority Groups, *Policy Formation, Poverty, *Public Schools, Relevance (Education), School Community Relationship, *School Districts, Urban Environment, *Urban Planning, *Urban Population, *Urban Problems, *Urban Schools

Changes in the metropolitan environment and its population, and the inability of public school systems to respond to these changes, are discussed in this paper. The author states that public school systems are closed systems which are inflexible and resistant to change, and are therefore unable to meet the challenges posed by the massive changes that have taken place in urban areas. Recommendations are made for restructuring the city school system as part of a total urban planning strategy; for reconstructing educational bureaucracies into open sys-

tems responsive to metropolitan dynamics; and for the design of new curriculum models that meet the present needs of urban students. (Author/WP)

0743 ED 183 297
Myers, Ray
Recreative Arts Outdoor Education.
Dallas Independent School District, Tex.
Pub Date—76
Note—147p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Activities, Archery, Camping, Course Content, *Experiential Learning, *Field Experience Programs, Field Instruction, First Aid, Geographic Regions, Instructional Materials, *Interdisciplinary Approach, *Outdoor Education, Recreational Programs, Resource Materials, Safety Education, Science Education, *Secondary Education, *Units of Study
Identifiers—Boating Safety, Dallas Independent School District, Fishing, Horseshoe Pitching, Hunter Safety, Survival Skills, *Texas
Emphasizing an interdisciplinary, experiential learning approach, this curriculum guide is designed for a one year recreative arts-outdoor education course for high school students in the Dallas (Texas) Independent School District. The course objective is to develop the skills and knowledge necessary for fostering responsible behavior in an outdoor setting; study of the environment is basic to the course. The nine four-week units include identification of all Texas fish and wildlife, the American Red Cross Standard First Aid Course, the Texas Hunter Safety Program, archery, survival, camping, boating safety (Texas Skippers Course), casting and angling in Texas, and horseshoe pitching. Each topic in a unit is described in terms of goals, projects, and activities. Resources and supporting materials for both teachers and students are detailed and include films, filmstrips, maps, periodicals, pamphlets and books. The units devoted to first aid and hunter and boating safety can result in student certification by the appropriate organization upon successful completion and testing. (NEC)

0744 ED 183 477
Tipple, Bruce E. Whitehead, Pamela
Minneapolis Multi-Ethnic Curriculum Development Teacher's Guide.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note—330p.; For related documents, see SO 012 414-423 and ED 171 594; Not available from EDRS in paper copy due to small print and colored pages of original document
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Acculturation, Cultural Pluralism, *Educational Objectives, *Ethnic Groups, Ethnicity, *Ethnic Studies, Family (Sociological Unit), Immigrants, Individual Power, *Learning Activities, Migration, *Multicultural Education, Political Power, Secondary Education, Social Discrimination, Teaching Guides, *Teaching Methods
Identifiers—Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project
The teacher's guide describes learning activities and teaching methods for the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. It is divided into eight sections. Section I lists knowledge generalizations and important concepts for each section. The remaining seven sections are entitled ethnicity, migration, acculturation, ethnic enclaves, family, prejudice and discrimination, and power. Topics include values and behavior, celebrations and ceremonies, various ethnic groups, immigration and emigration, geography, occupations, family trees, United States history, and leadership. Sample activities offer suggestions for researching, making collages, reading, viewing films and filmstrips, analyzing charts and graphs, hypothesizing, role playing, simulation gaming, interviewing, classifying, and taking surveys. Each section offers from nine to 15 activities designed to develop social studies skills, especially those related to multicultural education. Each activity includes an introduction, three to five educational objectives, a detailed list of needed materials, the estimated teaching time (usually from 1 to 3 class periods), and detailed guidelines for teaching methods and follow-up activities. Student worksheets with answer sheets when applicable are included in each section. Other components of the project are presented in SO 012 414-423. (CK)

0745 ED 183 478
Tipple, Bruce E. Whitehead, Pamela
Minneapolis Multi-Ethnic Curriculum Project Overviews: Student Reading Booklets.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note—103p.; For related documents, see ED 171 594 and SO 012 414-423 ; Best copy available.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Acculturation, Cultural Pluralism, *Ethnic Groups, Ethnicity, *Ethnic Studies, Immigrants, Individual Power, Migration, *Multicultural Education, Political Power, Secondary Education, Vietnamese
Identifiers—Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project
The document presents six 10-20 page student booklets for the Minneapolis Multi-Ethnic Project for secondary schools. Booklet I, "Acculturation," discusses how immigrants became Americanized through education and intermarriage. Booklet II defines and enlarges upon various concepts relating to ethnicity. Booklet III presents background information on the Vietnamese immigration. Booklet IV discusses physical, social, economic, political, and moral/ethical power. Various aspects of migration including emigration and immigration are summarized in Booklet V. The final booklet, "Enclaves," examines ethnic neighborhoods. Each booklet presents clear definitions, is illustrated with drawings or photographs, includes pages asking for thoughtful input by students, and ends with a page encouraging students to hypothesize about the topic. Other components of the project are presented in SO 012 414-423. (CK)

0746 ED 183 479
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Acculturation Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note—44p.; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Acculturation, Arabs, *Case Studies, Dialects, *Ethnic Groups, *Ethnic Studies, *Immigrants, Indochinese, Italian Americans, Jews, Mexican Americans, *Multicultural Education, North Americans, Secondary Education, Vietnamese
Identifiers—Ethnic Heritage Studies Program Act, German Americans, Minneapolis Multi Ethnic Curriculum Project, Scandinavians
The student booklet presents short case studies illustrating the acculturation unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. It is presented in nine chapters. Chapter I provides background information on immigration and points out ways acculturation takes place. Chapter II, "Barrio Boy," tells of life in a Mexican American neighborhood. Chapter III explores "Minnesota Norsk," the language of Norwegians in Minneapolis in the process of becoming Americanized. Chapter IV explains how a Vietnamese refugee family became self-sufficient. Chapter V is an autobiographical account of the life of William Hummel, a German immigrant. The success story of Fouad Sa'id, an Egyptian immigrant who designed a low-cost studio for making movies, is told in Chapter VI. A short biography of Levi Strauss is presented in Chapter VII. Chapter VIII tells of an Italian immigrant boy and his feelings of futility while hunting for a job. The final chapter suggests a learning activity in which the student plays the role of a State Vietnamese Resettlement Committee member and must recommend steps to be taken relating to education, employment, location, housing, and family services for the Vietnamese refugees. (CK)

0747 ED 183 480
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Ethnicity Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note—46p.; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indians, *Case Studies, Chinese Americans, Culture, *Ethnic Groups, *Ethnicity, *Ethnic Studies, Food, Italian Americans, Japanese American Culture, Jews, *Multicultural Education, Polish Americans, Religion, Secondary Education
Identifiers—Ethnic Heritage Studies Program Act, Hutterites, Irish Americans, Minneapolis Multi-Ethnic Curriculum Project
The student booklet presents short case studies illustrating the ethnicity unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Twelve brief chapters describe various aspects of the life, values, behavior, education, culture, and religious ceremonies and feelings of different ethnic groups in the United States. They present stories of individuals in groups such as the Hutterites, Japanese Buddhists, Jews, Irish Americans, suburbanites, Polish Americans, Chinese Americans, American Indians, and Italian Americans. One chapter lists Polish customs throughout the year, another discusses Italian food, still another describes the Tamburitzan, an East European performing folk group. The chapter on American Indians focuses on the language and lists places and states with Indian names. Many of the stories are presented in first person accounts, although some are descriptive. All stress ethnicity. (CK)

0748 ED 183 481
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Family Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note—61p.; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adoption, American Indians, Blacks, *Case Studies, Chinese Americans, *Ethnic Groups, *Ethnic Studies, *Family (Sociological Unit), Family Characteristics, *Family Life, Indochinese, Italian Americans, Japanese Americans, Jews, *Multicultural Education, Puerto Ricans, Secondary Education, Slavery
Identifiers—Armenians, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project, Scandinavians
The student booklet presents short case studies illustrating the family unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Thirteen brief chapters describe family life and patterns of different ethnic groups in the United States. They present stories of individuals in groups such as Puerto Ricans, Swedish Americans, Jews, Vietnamese refugees, Japanese Americans, Blacks, Italian Americans, Armenian Americans, American Indians, and Chinese Americans. Chapters also describe adoption procedures, the custom of Japanese picture brides, how to do a family tree, and the changing Chinese view of womanhood. A chapter on family patterns presents a chart comparing the characteristics of a traditional family with the characteristics of first and second generation ethnic

families in the United States. Many styles of living are described, including single parent families, and families headed by grandparents. Some of the stories are first person accounts, while others are descriptive. (CK)

0749 ED 183 482
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Power Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note—35p.; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—American Indians, Blacks, Community Action, Community Influence, Community Organizations, *Economic Factors, *Ethnic Groups, *Ethnic Studies, *Individual Power, Italian Americans, Jews, Labor Conditions, *Multicultural Education, *Political Power, Secondary Education, Unions
Identifiers—Alinsky (Saul), Chicanos, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project
The student booklet presents short chapters illustrating the power unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Nine brief chapters describe individuals, organizations, and labor unions and their relationship to power in the United States. Chapter I describes the early history of the International Ladies Garment Workers Union, while Chapter II presents labor conditions in the Mesabi Iron Range. Chapters III through VI offer brief biographies of Saul Alinsky, a professional community organizer; Corky Gonzales, a Chicano youth leader; Barbara Jordan, a black member of Congress; and Fiorello La Guardia, the Italian American mayor of New York City. Chapter VII covers the Human Organizational Political and Economic Development, Inc. (HOPE) in Houston, Texas, a black community organization. Chapter VIII describes the Milwaukee Indian Community School, while Chapter IX discusses the job of a Spanish-speaking court interpreter. All the chapters focus on individual, group, community, political, or economic power. (CK)

0750 ED 183 483
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Prejudice/Discrimination Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note—56p.; Photographs throughout document may not reproduce clearly from EDRS in paper copy; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—American Indians, *Bias, Blacks, Chinese Americans, Citizenship, *Ethnic Groups, *Ethnic Studies, Indians, Japanese Americans, Labor Conditions, *Multicultural Education, Organizations (Groups), Polish Americans, Puerto Ricans, Racial Segregation, Secondary Education, Slavery, *Social Bias, *Social Discrimination, United States History
Identifiers—Chicanos, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project
The student booklet presents short chapters illustrating the prejudice/discrimination unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Fifteen brief chapters describe the ways Americans have and still do discriminate against the people of various ethnic groups. Topics cover the history and policies of the Know-Nothing political party in the 1850s, the life and job of a Polish sweat-shop girl, a slave's work in the cotton fields, Chinese laborers on the transcontinental railroad, the living conditions of Mexican Americans in the valley of the Rio Grande River and of Puerto Ricans in the barrios of New York City, and the fight for citizenship by Dr. Pandit, an East Indian. Two chapters describe school segregation cases, one relating to Japanese American children in San Francisco and the other relating to Mexican American students. A photo essay illustrates the internment of Japanese Americans during World War II. Contemporary discrimination is discussed in two chapters, one presenting the findings of a study by the National Center for Urban Ethnic Affairs on ethnic discrimination in the corporate world, and the other on the legality of private club discrimination. The final three chapters trace the development of the Japanese American Citizens League, the National Association for the Advancement of Colored People, and American Indian militancy. (CK)

0751 ED 183 484
Minneapolis Multi-Ethnic Curriculum Project-Migration Unit.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note—70p.; For related documents, see SO 012 414-423
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Arabs, Blacks, Chinese Americans, *Ethnic Groups, *Ethnic Studies, *Immigrants, Jews, Korean Americans, Mexican Americans, *Migration, Migration Patterns, *Multicultural Education, North Americans, Secondary Education, Slavery, United States History
Identifiers—Choctaw (Tribe), Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project, Scandinavians, Slavs
The student booklet presents short chapters illustrating the migration unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. Sixteen brief chapters describe migration, immigration, and emigration in the United States. The first six chapters offer first person accounts of immigrants from Norway, Korea, Egypt, Hitler's Germany, and Yugoslavia. These are of both early and contemporary immigrants. Other chapters present brief histories of immigration in the United States including a discussion of laws and quotas, and the Chinese, Mexican, and Finnish migrations. One chapter describes the slave trade and offers a related simulation game, while another relates the story of the removal of the Choctaw Indians from Mississippi to Indian Territory. The final two chapters discuss the contemporary movement of blacks to Atlanta, Georgia and patterns of moving in the United States today. (CK)

0752 ED 183 485
Skjervold, Christian K. And Others
Minneapolis Multi-Ethnic Curriculum Project-Enclaves Unit [And] The First Original New Ethnic Comic Book.
Minneapolis Public Schools, Minn. Dept. of Intergroup Education.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—75
Note—32p.; For related documents, see SO 012 414-422
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Blacks, Building Trades, Cubans, *Ethnic Groups, *Ethnic Studies, *Multicultural Education, *Neighborhoods, Occupations, Secondary Education, Social Discrimination
Identifiers—Cajuns, Ethnic Heritage Studies Program Act, Minneapolis Multi Ethnic Curriculum Project, Mohawk (Tribe), Moslems
The student booklet presents short chapters illustrating the enclaves unit of the Minneapolis Multi-Ethnic Curriculum Project for secondary schools. A seven-page comic book is also included in the document. Six brief chapters in the student booklet describe ethnic neighborhoods and occupations. Chapter I discusses the Cuban refugees in Miami as well as their life, customs, bilingualism, and need to preserve their ethnic heritage. Chapter II presents the Arab Muslim community in Dearborn, Michigan and their religion and family life. Chapter III is entitled "A Visit to Cajun Country" and tells stories about life with the Cajuns in Louisiana. Chapter III lists the ten best cities in the United States for blacks for economic, political, and cultural development and rates them for overall quality of life. Chapter V offers a brief overview of occupations that have been traditionally identified with certain ethnic groups. The final chapter tells of the Mohawk Indian tribe and their work with steel, beginning with bridge building and transfering to building in general. The comic book consists of three two-page stories illustrating discrimination and stereotyping. (CK)

0753 ED 183 595
Eglaer, Richard Matuszek, Paula
Project P.A.V.E. Evaluation. Technical Report 1977-78. Publication Number: 77.49.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—30 Jun 78
Note—82p.; Some appendices marginally legible.
Pub Type— Reports - Research (143) — Reports - Evaluative (142) — Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Academic Achievement, Attendance, Career Counseling, Educational Assessment, *Experimental Programs, Extracurricular Activities, High Schools, Institutional Cooperation, Parent Participation, *Program Attitudes, Program Development, Program Effectiveness, *Program Validation, Questionnaires, *Special Education, Student Improvement, Vocational Education
Identifiers—Austin School District TX, *Project PAVE, Texas (Austin)
Project PAVE was implemented in Travis High School, Austin, Texas, to extend and coordinate services for certain high school special education students. Four components were crucial to the Project PAVE model: parental involvement, academic achievement, vocational programing, and extracurricular opportunities. The project evaluation, conducted in 1977-78, focused on whether PAVE activities should be disseminated to other school districts and whether PAVE should be adopted by other schools in the Austin Independent School District. The following areas were investigated: (1) special student participation in school activities; (2) attendance and dropout statistics; (3) fulfillment of project objectives; (4) credits earned toward graduation; (5) low-cost activities; (6) staff's time requirements and perceptions of project effectiveness; (7) implementation in other Austin schools; (8) utilization of planning process activities; (9) new types of decision making and involvement of parents, students, and counselors; (10) achievement gains; (11) student participation in vocational activities; and (12) changes in teaching practices and attitudes. (Data pertaining to these questions are summarized, and questionnaires used to collect data are appended). (GDC)

0754 ED 183 663
Patton, Richard H. And Others
Resolving the Desegregation Issue in the St. Louis Public Schools: Summary of Events Since 1972; Analysis of Policy Considerations; Strategies for Resolution.
Missouri Univ., St. Louis. Center for Community and Metropolitan Studies.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—Feb 78
Contract—400-76-0103
Note—109p.; Not available in paper copy due to reproduction quality of original document; For a related document see UD 020 285
Pub Type— Guides - Non-Classroom (055) — Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Involvement, *Court Litigation, *Desegregation Plans, Elementary Secondary Education, *Metropolitan Areas, *School Desegregation
Identifiers—*Missouri (Saint Louis)
This handbook was written for those residents of St. Louis who would like to involve themselves in the social, political, and public education tasks which are central to the desegregation process. Section I presents a factual summary of events in the school desegregation case beginning with the filing of the initial suit in February of 1972. Section II offers an analysis of the current status of the school

desegregation process in St. Louis. It is drafted from a perspective which views the desegregation process as a complex social, political and legal phenonmenon with profound and far-reaching effects. Section III outlines the components and workings of a community-based process through which the Court can pursue formulation of a court-ordered plan should it so choose. The final section of this report addresses itself to the process of plan implementation. Drawing on the lessons learned in other cities, general tenets of conflict resolution, and familiarity with the St. Louis community, the essential components of a comprehensive strategy for implementation of a court-ordered plan are presented. (Author/RLV)

0755 ED 183 705

Brooks, Thomas E. Langford, Karla D.

ESAA Magnet/Pilot Project, Final Evaluation Report, 1978-79.

Saint Louis Public Schools, Mo.

Pub Date—[79]

Note—94p.; Not available in paper copy due to light print; Report compiled by the Emergency School Aid Act Unit

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Rating, Elementary Secondary Education, Enrollment Rate, *Magnet Schools, *Pilot Projects, *Program Evaluation, Racial Relations, *School Desegregation, Social Isolation, *Social Relations

Identifiers—*Emergency School Aid Act 1972, Missouri (Saint Louis)

The magnet schools program in St. Louis supported seven elementary and three secondary level programs. In addition, three pilot programs on the secondary level were established. The programs were evaluated in terms of basic skills achievement and social relations (defined as decreased racial isolation). Statistical analyses of achievement data showed varying but high levels of achievement on the primary level. Elementary magnet school students were shown to achieve at the same level as students in regular school programs. Real differences were not found in comparisons of achievement levels between magnet and regular secondary programs. However, differences were found among individual secondary level magnet programs. Comparisons of pilot and regular school programs showed significantly higher levels of achievement in pilot schools. Social relations data points to differences in opposite directions in black and white students' perceptions of relationships among students and between students and school administrators. Variability of experiences was reflected in teachers' responses to social relations scales, with differences seen between perceptions of black and white teachers. Analysis of enrollment retention rates showed a 50.4% rate for magnet schools with no comparable information from regular programs. Tables and graphs of statistical data are included. (MK)

0756 ED 183 708

Valverde, Leonard A.

Promotion Specialization: The Informal Process in Large Urban Districts and Its Adverse Effects on Non-Whites and Women.

Pub Date—Apr 80

Note—23p.; Paper presented at American Educational Research Association Conference (Boston, MA, April, 1980)

Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Equal Opportunities (Jobs), Ethnic Groups, Ethnography, *Females, *Minority Groups, *Personnel Policy, *Promotion (Occupational), School Administration, *School Personnel, School Policy, Socialization, Urban Schools

This paper is directed at describing the informal promotion process utilized in large urban school districts and the effect of in-house selection on minority individuals and women. The sponsor-protege process (the informal promotion process of large urban school districts) and socialization (the psychological dimension of promotion) are discussed. Ethnography was the research methodology used. Results of the study generated information in three areas: (1) a descriptive model of the sponsor-protege process used in promotion; (2) an explanation of the socialization outcome, replication of the protege in the image of the sponsor; and (3) the postulation of hypotheses and corollaries which explain the exclusion of minorities and women from advancement into public school administrative roles. The report supports the premise that equal opportunity of promotion has been replaced with restrictive access to opportunity favoring white males. The proposition was set forth that institutional practices exclude culturally different people from professional advancement, thus rejecting the popularly held misbelief that women and minorities are inadequate in number, ability, and aspiration when seeking promotion. Tables of data and references are included in the report. (Author/MK)

0757 ED 183 864

Project S.P.I.C.E. Special Partnership in Career Education. Guide to Program Implementation.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH80167

Pub Date—Aug 79

Grant—G007802013

Note—47p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Guides, Junior High Schools, *Mild Mental Retardation, Program Descriptions, Program Development

Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This guide describes methods by which an educator can establish a program of career awareness for the educable mentally handicapped student using project SPICE (Special Partnership in Career Education) modules. The first of two sections provides an overview of the SPICE program. Specific topics included are peer facilitation, community career consultants, career-oriented on-site experiences classroom instruction, student project, program objectives, and program participants. Section 2 focuses on program implementation and includes the following subsections: (1) Where Do You Begin?, (2) How Do You Get Administrative Permission to Start Your Program?, (3) How Do You Incorporate Career Education into Your Existing Curriculum?, (4) ow Do You Establish Peer Interaction?, (5) How Do You Secure Community Consultants?, (6) How Do You Arrange On-Site Visits?, (7) Check the Policy in Your District about Transporting Students! (8) How Do You Secure Parental Participation?, and (9) How Do You Involve All the Students? Appended material includes a community career consultant letter and survey, confirmation letters, a brief description of career education, a list of typical student questions, a letter of appreciation, a certificate of appreciation, student thank-you letter formats, and parent letter and permission forms. (LRA)

0758 ED 183 865

Project S.P.I.C.E. Special Partnership in Career Education. Career/Educational Awareness. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH80167

Pub Date—Aug 79

Grant—G007802013

Note—27p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides

Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This third in a series of six teaching modules on career/educational awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for one unit of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0759 ED 183 866

Project S.P.I.C.E. Special Partnership in Career Education. Attitudes and Appreciations. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH80167

Pub Date—Aug 79

Grant—G007802013

Note—40p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affective Behavior, *Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Student Attitudes, Teaching Guides, *Work Attitudes

Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This second in a series of six teaching modules on attitudes and appreciations is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learing activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0760 ED 183 867

Project S.P.I.C.E. Special Partnership in Career Education. Employability Skills. A Teaching Module.

Volusia County Schools, Daytona Beach, Fla.

Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH80167

Pub Date—Aug 79

Grant—G007802013

Note—39p.; For related documents see CE 024 445-450, ED 163 226, and ED 167 775.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Career Awareness, *Career Education, *Career Exploration, Fused Curriculum, *Job Skills, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides

Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE

This sixth in a series of six teaching modules on employability skills is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0761 ED 183 868
Project S.P.I.C.E. Special Partnership in Career Education. Decision Making/Beginning Competency. A Teaching Module.
Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—38p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, *Decision Making, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE
This fourth in a series of six teaching modules on decision making/beginning competency is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for two units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0762 ED 183 869
Project S.P.I.C.E. Special Partnership in Career Education. Economic Awareness. A Teaching Module.
Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—53p.; For related documents see CE 024 443-450, ED 163 226, and ED 167 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Awareness, *Career Education, *Career Exploration, *Economics Education, Fused Curriculum, Junior High Schools, Learning Activities, *Mild Mental Retardation, Teaching Guides
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE
This fifth in a series of six modules on economic awareness is part of the Special Partnership in Career Education (SPICE) program, which was designed to provide career awareness and exploration information to junior high-aged educable mentally handicapped students. The module follows a typical format that includes two major sections: overview and activities. The overview includes module objectives, student performance objectives, module organization, module utilization, and assessing student activities. The activities section contains learning activities for seven units of instruction. In addition to identifying learning activities, each unit specifies student performance objectives and subject areas covered. Assessment instruments and student worksheets are appended. (LRA)

0763 ED 183 870
Project S.P.I.C.E. Special Partnership in Career Education. Final Report.
Volusia County Schools, Daytona Beach, Fla.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—554AH80167
Pub Date—Aug 79
Grant—G007802013
Note—196p.; Not available in paper copy due to light and broken type. For related documents see CE 024 443-449, ED 163 226, and ED 167 775.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Career Education, *Career Exploration, Curriculum Development, Educational Research, *Fused Curriculum, Junior High Schools, *Mild Mental Retardation, Program Descriptions, *Program Evaluation
Identifiers—Education Amendments 1974, Florida (Volusia County), Project SPICE
The purpose of the Special Partnership in Career Education (SPICE) project was to design a practical, replicable, transportable career exploration curriculum for junior high-aged educable mentally handicapped students. Six career education modules and a guide for integrating career education into an existing curriculum were developed. The six career education modules are (1) Self Awareness, (2) Attitudes and Appreciations, (3) Career/Educational Awareness and Exploration, (4) Decision Making/Beginning Competency, (5) Economic Awareness, and (6) Employability Skills. Students participating in the SPICE program went on site visits to work settings in the community, heard guest speakers discuss their careers, and met with the project staff in large and small groups to discuss career opportunities and requirements. Among the findings of summative and formative evaluation procedures was that the project succeeded in achieving twelve of the fifteen stated objectives. Overall, it was found that the SPICE program was more effective with the handicapped students than the non-handicapped group. (Appended material includes a list of subordinate objectives, project newsletters, and articles related to the project.) (LRA)

0764 ED 183 942
Rumble, Richard R.
Mainstreaming Handicapped Students. Guidelines for Increasing the Enrollment of Handicapped Learners in Vocational Cluster Programs in the Portland Public Schools. A Research Project in Vocational Education in the Portland Public Schools.
Portland Public Schools, Oreg.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[Apr 79]
Note—181p.; Some pages with small, light type will not reproduce well. For related documents see CE 024 664 and ED 162 475-479.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors—Administrator Guides, *Disabilities, Educational Planning, *Guidelines, High Schools, *High School Students, Individualized Instruction, *Mainstreaming, *Program Implementation, *Vocational Education
Identifiers—Education for All Handicapped Children Act, Oregon (Portland)
This guide addresses steps that must be taken at various administrative levels and at the course or program level in order to successfully implement P.L. 94-142 (see CE 024 664). The guidelines, called action steps, are organized and discussed in the following categories: central administrative action; area administrative action; building level action; and course or program level action. A chart is provided giving a brief description of all the steps to be accomplished within a school district in order to successfully mainstream handicapped youth in vocational education. An annotated bibliography is also included. Several materials are appended, including Portland Public Schools Policies and Procedures regarding programs in special education; related process forms and planning formats; program outlines; and survey results and other supporting data. (BM)

0765 ED 184 220
Pupil Progression Plan: Requirements and Procedures.
Duval County Schools, Jacksonville, Fla.
Pub Date—Aug 79
Note—60p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Accountability, *Board of Education Policy, *Competency Based Education, Curriculum, Elementary Secondary Education, Exceptional Persons, *Graduation Requirements, State Legislation, *Student Promotion, Transfer Policy, Vocational Education
Florida's Educational Accountability Act of 1976 requires that each school district in the state establish a comprehensive program for pupil progression. The Duval County plan establishes procedures to be followed in matters of promotion, retention or special assignment, and graduation. The plan also outlines promotion and placement within exceptional student education programs. (MLF)

0766 ED 184 272
Connett, Jane Swanson, Monty
A Guide for Implementing Project DEEP (Diversified Educational Experiences Program). Administrator's Guide.
Wichita Public Schools, Kans.
Pub Date—Jan 79
Note—37p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Guides, Behavior Problems, *Classroom Techniques, *Gifted, *Inservice Teacher Education, *Nontraditional Education, *Potential Dropouts, Secondary Education
Identifiers—*Diversified Educational Experiences Program
The guide is designed to provide the building level administrator a step by step model for implementing Project DEEP's (Diversified Educational Experiences Program) alternative classroom management system for secondary academic classrooms with disaffected (attendance problems, discipline problems, potential dropouts), average, and gifted and creative students. Material is arranged in a developmental format, answering questions as the administrator progresses through the process of identifying the program; matching needs with program; involving other educators; selecting teachers; building the team; training staff; communicating with parents and community; and installing, managing, and evaluating the program. It is explained that Project DEEP is student centered and project oriented with students in DEEP classrooms identifying needs, formulating objectives, developing tasks based upon these objectives, presenting group projects based on fulfillment of objectives, receiving teacher debriefing following the project, and participating in their own evaluations. The document includes attitudinal assessment and curriculum objectives checklists, a DEEP training schedule, a list of suggested materials, and sample forms. (SBH)

0767 ED 184 858
Cornbleth, Catherine McGrail, John C.
Urban Environmental Education Project: Curriculum Series Overview & Teaching Guide.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Nov 79
Note—85p.; For related documents, see SE 030 512-519. Contains occasional light and broken type.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Class Activities, Curriculum Development, *Environment, *Environmental Education, Interdisciplinary Approach, Middle Schools, *Outdoor Education, Science Education, Secondary Education, *Urban Education, *Urban Environment
Identifiers—*Energy Education
This is the master descriptive document and teacher's guide for a series of urban environmental education models. The series is intended for grades 6-9 but may be modified for older or younger children. Each module addresses a specific aspect of urban environmental quality of life. The modules are interdisciplinary but draw primarily on natural and social sciences. This guide contains a summary of the curriculum features, an overview of each module, an explanation of the curriculum module guidelines for writing activities, field test evaluation instruments, and additional resources to supplement the modules. (RE)

0768 ED 184 859
Biglan, Barbara
Urban Environmental Education Project, Curriculum Module I: Energy Generation - Sources and Consequences.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Note—62p.; For related documents, see SE 030 511-519. Contains occasional light type.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Class Activities, *Electricity, *Energy, Energy Conservation, Environment, Environmental Education, Fuel Consumption, *Fuels, *Natural Resources, *Science Education, Secondary Education, Urban Education
Identifiers—*Energy Education
Included in this module are five activities dealing with sources and consequences of power production. The activities include: (1) review of the nature of energy; (2) options for power production; (3) energy resources and their sources; (4) energy and the future; and (5) a simulated energy conference in 1984. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

0769 ED 184 860
Nous, Albert P.
Urban Environmental Education Project, Curriculum Module II: Energy Conservation - What Are the Options?
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 79
Note—50p.; For related documents, see SE 030 511-519. Contains occasional light and broken type.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Class Activities, *Conservation Education, *Energy, Energy Conservation, Environment, *Environmental Education, Physical Sciences, *Science Education, Secondary Education, *Urban Education
Identifiers—*Energy Education
Included in this module are five activities dealing with energy conservation in the urban environment. The activities include: (1) conducting an energy inventory; (2) the physical nature of temperature, space, and insulation and their effects on energy use; (3) blackouts; (4) the sellers and consumers of energy; (5) energy conservation decision-making. Also included are an overview, teacher background information, an activity preview, and a pretest. (RE)

0770 ED 184 861
Bell, Ellen
Urban Environmental Education Project, Curriculum Module III: Urban Transportation - Where Are We Going?
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Note—75p.; For related documents, see SE 030 511-519.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Bicycling, *Class Activities, Energy, *Energy Conservation, Environment, Environmental Education, Regional Planning, *Transportation, *Urban Education, Urban Environment, *Urban Planning
Identifiers—*Energy Education
Included in this module are five activities dealing with modes of transportation in the urban environment. The activities include: (1) a discussion of transportation considerations in urban areas; (2) discussion of bikeways and their desirability in the urban environment; (3) the bikeway and the environment; (4) designing a bikeway; and (5) decision-making concerning a bikeway. Also included are an overview, teacher background information, an activity preview, and a pretest. A module evaluation form is provided. (RE)

0771 ED 184 862
Dorow, Ernest B.
Urban Environmental Education Project, Curriculum Module IV: Community Heritage and You.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Note—52p.; For related documents, see SE 030 511-519.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Community Characteristics, Decision Making, Environment, *Environmental Education, Futures (of Society), History, Interdisciplinary Approach, Local History, Middle Schools, *Secondary Education, *Social Studies, *Urban Education, *Urban Environment
Included in this module are five activities dealing with characteristics of a community resulting from its past and setting the stage for its future. Activities included are: (1) geographic specification of the area; (2) search for monuments; (3) investigation of geneology; (4) examination of traditions and change; and (5) community futures and decision-making. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

0772 ED 184 863
Biglan, Barbara
Urban Environmental Education Project, Curriculum Module V: Urban Air Quality - At What Costs?
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 79
Note—52p.; For related documents, see SE 030 511-519.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Air Pollution, *Class Activities, *Decision Making, Energy, *Environment, *Environmental Education, Environmental Influences, Fuel Consumption, Fuels, Meteorology, Middle Schools, Pollution, Science Education, Secondary Education, Urban Education, Urban Environment, *Urban Problems
Identifiers—*Energy Education
Included in this model are five activities dealing with air quality and sources of air pollution in the urban environment. Activities included are: (1) the nature of the atmosphere; (2) discussion of major pollutants; (3) measuring air quality; (4) inversions; and (5) pollution control. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

0773 ED 184 864
Biglan, Barbara
Urban Environmental Education Project, Curriculum Module VI: Solid Waste - Trash or Treasure?
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 79
Note—42p.; For related documents, see SE 030 511-519.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Class Activities, *Decision Making, *Environment, *Environmental Education, *Environmental Influences, Middle Schools, Natural Resources, Pollution, Recycling, Science Education, Secondary Education, Urban Education, Urban Environment, *Urban Problems, Waste Disposal, Wastes
Included in this module are four activities dealing with issues of solid waste disposal relative to urban concerns. Included activities are: (1) sources and composition of solid waste; (2) a "garbage game"; (3) disposal options for solid waste; and (4) an example county plan for solid waste disposal. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

0774 ED 184 865
Nous, Albert P. Biglan, Barbara
Urban Environmental Education Project, Curriculum Module VII: Urban Ecology - Our Future Together.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Aug 79
Note—43p.; For related documents, see SE 030 511-519.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Class Activities, *Decision Making, *Ecology, Environment, *Environmental Education, *Environmental Influences, Natural Resources, Pollution, *Science Education, Secondary Education, Urban Education, *Urban Environment
Included in this module are four activities dealing with ecology and applications of ecological principles in the urban environment. Activities included are: (1) the study of ecology; (2) study of consequences of activities within an ecosystem; (3) environmental impacts–benefits and detriments; and (4) choices for the future. Also included are an overview, teacher background information, an activity preview, and a pretest. A module evaluation form and a script for a slide series on Allegheny County, Pennsylvania are also included. (RE)

0775 ED 184 866
Bell, Ellen
Urban Environmental Education Project, Curriculum Module VIII: Planning Your Urban Environment.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jul 79
Note—51p.; For related documents, see SE 030 511-518.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Community Planning, *Decision Making, Environment, *Environmental Education, Interdisciplinary Approach, Middle Schools, Planning, *Public Policy, Regional Planning, Secondary Education, *Urban Education, *Urban Planning
Included in this module are five activities dealing with planning the urban environment. Activities included are: (1) analysis of new town development in the United States; (2) analysis of new town development in foreign countries; (3) discussion of technological advances expected in the next 25 years and their impact on the urban environment of the future; (4) design of a model future urban environment; and (5) evaluation of the student-designed model urban environment. Also included are an overview, teacher background information, an activity preview, a pretest, and a module evaluation form. (RE)

0776 ED 184 906
Teaching Music Grades K-4. Curriculum Bulletin 1978-79, Series No. 7.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date—79
Note—99p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($6.00)
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Curriculum Guides, Elementary Education, Listening Skills, *Music Activities, Musical Instruments, Music Appreciation, *Music Education, Music Reading, Music Techniques, Singing
This guide contains lesson plans for music teachers and music specialists in grades K-4. The role of

music education is to provide a balanced exposure to all music and musical experiences, allowing students to develop tastes and skills based upon a broad knowledge of music. The guide consists of two levels. The first half of the guide contains lessons for use in grades K-2; the second half includes lessons for grades 3-4. Each level contains a scope and sequence chart and is organized by the following six areas of musical development: rhythm experiences, singing, listening, playing instruments, reading music, and creating music. Students are involved in many activities including dancing; singing; recording and listening to their own voices; playing rhythm sticks, the tambourine, and the triangle; and reading music. Background notes to the teacher are provided. Procedures to follow, preparation necessary, and evaluation techniques are provided for each lesson. (Author/RM)

0777 ED 184 912
The Holocaust: A Study of Genocide.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date— 79
Note—587p.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($11.00)
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Anti Semitism, *European History, *History Instruction, Interdisciplinary Approach, *Jews, Learning Activities, *Lesson Plans, Secondary Education, Teaching Guides, Teaching Methods
Identifiers—*Nazism, *World War II
The teaching guide presents lesson plans, activities, and readings about the Holocaust for use in the secondary grades. It is divided into two parts. Part I consists of course outlines and lesson plans for classes in junior and senior high English, and social studies and world history. These vary in length and some are accompanied by literary selections. Part II, the major part of the book, presents lesson plans for 18 weeks of class time, arranged into an introduction and seven themes. The introduction focuses on how the study of the Holocaust can alert people to present and future dangers of racism and genocide. The seven themes are: 1) the position of Jews in Europe before the Holocaust, 2) how the Nazis rose to power, 3) how racism and anti-Semitism led to the debasement of modern society and to genocidal murder, 4) how the Nazis carried out their policies, 5) how the victims tried to maintain human dignity, 6) how the rest of the world responded to the plight of the victims, and 7) how the study of the Holocaust can contribute to a more humane world. For each theme there is a summary, a list of related concept statements, and one or two introductory activities or discussion questions. There are a total of 37 lessons, each of which consists of a focus question, an introductory activity, an outline of content emphases, several summary questions, and numerous readings. An annotated bibliography concludes the book. (CK)

0778 ED 184 942
Alexandria Is...
Alexandria City Schools, Va.
Pub Date—80
Note—136p.; Not available from EDRS in paper copy due to colored ink of original.
Available from—Alexandria City Public Schools, 3801 Braddock Road, Alexandria, VA 22302 ($5.00, single copies)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Area Studies, City Government, Colonial History (United States), Community, Community Services, Elementary Education, Grade 3, *Learning Activities, Local History, *Municipalities, Physical Geography, *Social Studies, Units of Study, Weather
Identifiers—*Virginia (Alexandria)
This student workbook offers a third grade social studies program about the geography, history, and contemporary life of Alexandria, Virginia. It is divided into eight chapters, which present background information and learning activities. Chapter I places Alexandria in the county, state, United States, western hemisphere, and world through various map activities. Chapter II discusses the weather and climate of Alexandria. Chapter III focuses on Alexandria's history, particularly that of the colonial period. Chapter IV discusses old, new, and changing neighborhoods. City government, laws, and civic leaders are presented in Chapter V, while jobs, goods, and services are compared in Chapter VI. Chapter VII offers information and activities relating to education, recreation, and transportation. The final chapter focuses on various people, groups, and community decision making in contemporary Alexandria. Each chapter includes background information and workpages for various activities such as map exercises, comparison charts, field trips, matching exercises, listing changes, interviewing outlines, and a crossword puzzle. A glossary concludes the workbook, which defines key words and concepts underlined in the text. (CK)

0779 ED 185 154
Laue, James H. Monti, Daniel J.
Intervening in School Desegregation Conflicts: The Role of the Monitor.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—80
Contract—400-76-0103
Note—70p.; Not available in paper copy due to light print
Journal Cit—Research in Social Movements, Conflicts and Change; v3 1980
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Community Attitudes, *Compliance (Legal), *Conflict Resolution, Desegregation Methods, Desegregation Plans, Elementary Secondary Education, Federal Regulation, Intervention, Program Administration, *Program Evaluation, *School Desegregation, School Districts
Identifiers—Missouri (Saint Louis), Missouri (Saint Louis County), *School Desegregation Monitors
The authors examine the role of the school desegregation monitor and various types of monitoring bodies as a special case of the broader phenomenon of community conflict intervention. Monitoring school desegregation is defined as a process in which designated individuals collect data on a school system (through observation, documents, and interviews), analyze and evaluate the data, and report to an authorizing body on the content and quality of the system's efforts to comply with that body's standards for desegregation. The paper discusses monitoring as a technique for intervention in community conflict, delineates advantages and disadvantages of several types of monitoring, and examines monitoring activities in two school systems, one urban and one suburban. Implications for social policy and intervention strategies are discussed. (Author/MK)

0780 ED 185 156
Modesi, John And Others
Human & Racial Awareness.
Lexington Public Schools, Mass.
Pub Date—79
Note—78p.; Not available in paper copy due to broken print
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cultural Activities, Cultural Awareness, Group Activities, *Intergroup Relations, Intermediate Grades, *Learning Activities, *Multicultural Education, *Program Guides, Racial Relations, *Teaching Guides
This curriculum guide describes activities for fifth and sixth grade students to enhance their awareness of intergroup similarities and intragroup differences. The activities, which include games, discussions, and experiments, can be used by teachers to help students deal with conflictive interpersonal situations. The goal of the program is to help children function appropriately in a multicultural, multiethnic, and multiracial world. Follow-up activities, books, films, and filmstrips are recommended. (Author/MK)

0781 ED 185 184
The Fresh Start Minischool. E.S.E.A. Title IV-C, Final Evaluation Report.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Jan 80
Note—43p.
Pub Type— Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, Dropout Prevention, Dropout Rate, *High Risk Students, High Schools, *Individualized Instruction, Learning Motivation, Low Achievement, *Mastery Learning, *Nontraditional Education, Program Descriptions, *Program Evaluation, Self Esteem
One hundred twenty-five students found to have few areas of skill mastery were selected to form the Fresh Start Minischool (FSMS). The Fresh Start approach was characterized by individualized instruction in four academic areas (Social Studies, English, Mathematics, and Science). Students proceeded at their own pace and acquired skills according to a sequence of learning tasks. Teachers emphasized a no fail philosophy and focused on student self esteem and motivation. Teachers also participated in staff development workshops. Findings of the program's evaluation indicated: (1) students made significant gains in reading and math as a result of the FSMS program; (2) teachers were consistent in their implementation of the program; (3) FSMS students stayed in school; and (4) participants' attitudes toward themselves and the program were positive. Tables of data are included and sample program forms are appended. (Author/MK)

0782 ED 185 216
Uries, Ethel And Others
Project READ-WRITE: Resource and Instructional Manual. ESEA Title IV-C Project No. 72-515.
Newark Board of Education, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—Jan 79
Note—368p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 522. Photographs may be marginally legible.
Available from—Newark Board of Education/-Project READ-WRITE, 8 Hawkins Street, Newark, NJ 07105 ($15.00 + postage)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Basal Reading, Curriculum Guides, Elementary Secondary Education, *Language Arts, *Learning Activities, *Reading Instruction, *Reading Programs, Writing Exercises, *Writing Instruction
This manual was developed to aid in the systematic diagnosis of reading needs and the application of prescriptive strategies (or "prescriptions") to meet those needs among students in grades 2-12. The prescriptions can be used within reading, language arts or language instruction periods. Their foci include reading readiness and motivation, phonic analysis, structural (grammatical) analysis, oral reading, comprehension, and general study skills. For each prescription, the grade levels at which it can be implemented are indicated and teacher instructions are given. Also provided in the manual are sections on general implementation of the READ-WRITE prescriptions, as well as plans for helping the nonreader/nonwriter and using the prescriptions within a basal reading program. (GC)

0783 ED 185 422
Rawlings, Lyngrid S. Davison, Jean B.
Program Design for External High School Diploma Program.
District of Columbia Public Schools, Washington, D.C.
Pub Date—[80]
Note—55p.; Charts may not reproduce well due to small, light type.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Achievement, Adult Education, *Competence, Educational Certificates, Experience, *Experiential Learning, *Graduation Requirements, *High School Equivalency Programs, Informal Assessment, Lifelong Learning, *Nontraditional Education, Portfolios (Background Materials), Program Descriptions, *Program Design, Urban Areas
Identifiers—District of Columbia
Designed to provide mature adults in an urban setting with an alternative to the high school diploma, the External High School Diploma Program of the District of Columbia is a systematic assessment of an individual's demonstrated competencies in the four generalized life skills areas of health, social/political, consumer/producer, and career assessment/occupational knowledge; the program also provides for assessment of demonstrated competencies in one of the individualized areas of occupational/vocational, advanced academic, or advanced specialized. The five steps in the program are orientation, diagnosis, assessment, evaluation, and recommendation for approval. During the assessment phase, the most important step, the candidates (1) develop a portfolio containing all data on and by them which will be the equivalent of a high school transcript after graduation and (2) earn 100 points in each of the four life skills areas by demonstrating specified competencies and in one of the individualized competencies areas. Evaluation in the occupational/vocational area includes employer testimony, job performance, or documentation. Designed for clients hoping to pursue postsecondary studies, the advanced academic category involved application to a college. All other individuals are included in the advanced specialized category. (Appendixes include lists of generalized life skills and individualized competencies and sample assessment tasks and achievement records.) (YLB)

0784 ED 185 469
McCune, Shirley Matthews, Martha
The Context of Title IX: Outline and Participants' Materials for Generic Session One. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date—Sep 78
Contract—300-76-0456
Note—76p.; For related documents see CG 014 322-326, ED 155 498-508 and CG 014 392.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type— Guides - General (050)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Educational Legislation, Elementary Secondary Education, *Equal Education, *Federal Legislation, Inservice Education, Program Implementation, School Personnel, *Sex Discrimination, Sex Role, *Social Bias, Staff Development, *Student School Relationship, Workshops
Identifiers—*Title IX Education Amendments 1972
This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary and secondary school settings. The objectives of this first workshop session include providing participants with: (1) an opportunity to assess personal awareness of differential treatment of males and females in their schools and the impact of Title IX; (2) a review of Title IX and federal antidiscrimination laws, as well as personal skills in discrimination identification; (3) an understanding of differential sex-role socialization as manifested in the schools; and (4) strategies for setting goals for nonsexist education. Additionally, a comprehensive step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

0785 ED 185 470
Matthews, Martha
The Title IX Regulation and Grievance Process: Outline and Participants' Materials for Generic Session Two. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date—Sep 78
Contract—300-76-0456
Note—115p.; For related documents see CG 014 321-326, ED 155 498-508 and CG 014 392.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type— Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Educational Legislation, Elementary Secondary Education, *Equal Education, *Federal Legislation, *Grievance Procedures, Inservice Education, *Problem Solving, School Personnel, *Sex Discrimination, Skill Development, *Social Bias, Staff Development, Workshops
Identifiers—*Title IX Education Amendments 1972
This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 in elementary and secondary school settings. The objectives of this second workshop session include helping participants to: (1) review requirements of the regulation to implement Title IX; (2) assess their own understandings of Title IX; (3) understand the significance of Title IX grievance procedures; (4) gain information regarding the structural components of effective grievance procedures; (5) develop skills related to potential responsibilities for grievance problem solving; and (6) increase skills in identifying Title IX violations and in formulating corrective or remedial actions. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

0786 ED 185 471
McCune, Shirley Matthews, Martha
Planning for Change: Outline and Participants' Materials for Generic Session Three. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date—Sep 78
Contract—300-76-0456
Note—69p.; For related documents see CG 014 321-326, ED 155 498-506 and CG 014 392.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type— Guides - General (050)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Change Strategies, Elementary Secondary Education, *Equal Education, Federal Legislation, Inservice Education, *Organizational Change, Program Development, *Program Implementation, School Personnel, *Sex Discrimination, Skill Development, *Social Bias, Workshops
Identifiers—*Title IX Education Amendments 1972
This workshop package is designed to assist those persons responsible for the implementation of Title IX of the Education Amendments of 1972 in elementary and secondary school settings. Objectives of this third workshop session include helping participants to: (1) examine conditions and strategies for change necessary to implement Title IX; (2) establish a framework for diagnosing organizational change needs; (3) design a preliminary action plan; and (4) develop skills in program design and implementation in their own educational setting. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

0787 ED 185 472
McCune, Shirley Matthews, Martha
The Administrator's Role: Outlines and Participants' Materials for Application Sessions for Administrators. Implementing Title IX and Attaining Sex Equity: A Workshop Package for Elementary-Secondary Educators.
National Foundation for the Improvement of Education, Washington, D.C. Resource Center on Sex Roles in Education.
Spons Agency—Council of Chief State School Officers, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Women's Educational Equity Act Program.
Pub Date—Sep 78
Contract—300-76-0456
Note—168p.; For related documents see CG 014 321-326, ED 155 498-508 and CG 014 392.
Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type— Guides - General (050)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Administrator Role, *Administrators, *Compliance (Legal), Critical Path Method, Elementary Secondary Education, *Equal Education, Federal Legislation, Program Effectiveness, *Program Improvement, *Sex Discrimination, Social Bias
Identifiers—*Title IX Education Amendments 1972
This workshop session is designed to assist administrators responsible for the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in elementary and secondary school settings. These materials focus on helping administrators ensure procedural compliance with Title IX through the establishment of a foundation for sex equity as well as specific strategies for monitoring implementation efforts related to Title IX. Specific topics addressed include the following: (1) assessment of current status and problems; (2) required compliance procedures; (3) roles of the Title IX coordinator; and (4) decision-making activities related to Title IX implementation and monitoring. Additionally, a comprehensive, step-by-step session outline and participant worksheets are provided as aids for workshop facilitators. (Author/HLM)

0788 ED 185 771
Foster, Kathleen M.
A Guide for Teaching Creative Thinking Skills and Creative Problem-Solving in the Gifted Classroom.
San Diego City Schools, Calif.
Pub Date—79
Note—147p.; For related information, see EC 123 927.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Class Activities, *Creative Thinking, Elementary Education, *Gifted, *Problem Solving, Teaching Guides
The guide offers elementary teachers narrative statements about creative thinking in teaching and learning and contains over 100 ideas for gifted classroom activities. Narratives address the following topics: rationale for creative thinking in the classroom, definition of creative thinking, individual development of creativity, teacher and learner responsibility in creative thinking, and creative problem solving. Classroom applications of creative thinking skills are divided into three dimensions—gathering and/or isolating data (awareness, fluency, flexibility); doing things with data (perseverance, elaboration, complexity); and doing things differently (courage, curiosity, imagination, originality). Finally, creative thinking and creative problem solving are covered with sections on the creative problem solving (CPS) process, CPS process for a futuristic problem, a CPS center in the classroom, and materials for a CPS center. A list of teacher and classroom resources associated with creative thinking skills concludes the document. (SBH)

0789 ED 185 772
Bennett, Janice O. Markle, Patricia Ann
A Guide for Teaching Structure of the Intellect in the Gifted Classroom.
San Diego City Schools, Calif.
Pub Date—78
Note—576p.; For related information, see EC 123 926.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Classroom - Learner (051)
EDRS Price - MF02/PC24 Plus Postage.
Descriptors—*Class Activities, Cognitive Development, Convergent Thinking, *Creative Development, *Creative Thinking, Divergent Thinking, Elementary Education, Games, *Gifted, Instructional Materials, Memory, Puzzles, Student Evaluation, Teaching Guides
Identifiers—*Structure of Intellect
The document offers suggestions for developing a Structure of Intellect (SOI) program for gifted elementary students. An introductory chapter covers the definition of SOI, rationale for using the SOI model with gifted students, purpose of the guide, assessment of intellectual ability, preparation of the SOI prescription, classroom activities based on the SOI, organization and teaching strategies, and SOI tasks to be used in remedial reading. Also provided in this initial section are resources which include a list of teachers, references, SOI classification of educational materials, an outline of Erickson Elementary School lab materials, materials list for the SOI Abilities Workbook, and the SOI Institute list of materials and services. Subsequent chapters are color coded for five areas (cognition, memory, convergent production, divergent production, and evaluation) and usually include an introduction and sections with a glossary of pertinent SOI factor definitions; a list of commercially prepared materials; descriptions of activities; and task cards (which consist of mazes, puzzles, graphs, and other instructional materials). (SBH)

0790 ED 185 808
Mishra, Shitala And Others
An Approach for Implementing a School District Wide Needs Assessment.
San Diego State Univ., Calif. Inst. for Cultural Pluralism.
Pub Date—77
Note—115p.
Available from—Institute for Cultural Pluralism, 5544 1/2 Hardy Street, San Diego, CA 92182 ($2.65).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Bilingual Education, Community Surveys, Cultural Background, Data Analysis, Data Collection, *Educational Assessment, Elementary Secondary Education, *English (Second Language), Evaluation Criteria, *Language Skills, Low Achievement, Needs Assessment, Non English Speaking, Questionnaires, School Districts, Social Influences, *Student Evaluation
Identifiers—*Bilingual Programs, Lau v Nichols
A manual was developed to assist administrators to assess the needs of their institutions, parents, students, staff, and educational programs relative to bilingual program planning. A second area of focus is the identification of Lau students, or students whose home language is other than English and who are not performing conceptually and linguistically at a level equal to or better than the district standard of proficiency. The core of the manual is a Needs Assessment Bank of Questions addressed to different role groups and covering a wide range of issues. Questions pertinent to particular needs and addressed to specific role groups can be selected for survey instruments, interview questionnaires, and other devices. The purpose and use of needs assessment for bilingual education planning are discussed to provide a general approach to needs assessment implementation. The discussion focuses upon: (1) identification of goals, (2) design of assessment procedures, (3) development of assessment instruments, (4) development of sampling plans, (5) collection of data, and (6) analysis of data. A brief discussion of the purpose and methods of conducting a sociocultural survey of the students' community is included. (SW)

0791 ED 186 237
Shafer, Janet L., Ed.
Magnet School Planning Project: Science and Technology Magnet School.
Dallas Independent School District, Tex.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—352p.
Available from—Dallas Independent School District, 3700 Ross Ave., Dallas, TX 75204 (no price quoted).
Pub Type— Reports - Evaluative (142) — Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors—Curriculum Development, Educational Facilities, *Educational Planning, Educational Research, *Evaluation Methods, Flow Charts, *Magnet Schools, *Models, Needs Assessment, Nontraditional Education, School Buildings, Science Education, Secondary Education, *Secondary School Science, Technology
This report presents a replicable model for developing a magnet school based on the planning of the Dallas Independent School District's Science and Technology Magnet High School. The model is based on Malcolm Provus' process called "Discrepancy Evaluation," designed as a guide for public school programs to describe the discrepancy between expectation and performance. The model contains four levels with each level more detailed than the previous one. At each level there are four components: the network, the input-process-output, the activity schedule, and the flow chart. The remainder of the report presents a description of the history of magnet schools, visitation reports, the educational specifications, consultant reports, and an annotated bibliography. (SA)

0792 ED 186 352
Quoyeser, Isabella And Others
A Module of Instruction for Principals and Teachers-Multicultural.
Pub Date—80
Note—45p.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Black Culture, *Cultural Differences, Equal Education, *Group Discussion, Hispanic American Culture, Mexican Americans, Minority Groups, *Multicultural Education, Principals, *Protocol Materials, *Teacher Attitudes, *Teacher Education, Teaching Methods
This module is designed for teachers and school administrators who wish to broaden their understanding of cultural differences in the classroom and improve their ability to teach in a multi-cultural milieu. The first part of the module provides the means by which individuals can examine their knowledge of Black and Mexican American cultures, as well as their personal attitudes toward cultural differences in general. Group and individual activities are outlined. Specific information is included on obtaining texts and audiovisual materials with which to augment the suggested learning sessions. (JD)

0793 ED 186 386
Tikunoff, William J. And Others
Interactive Research and Development on Teaching. Executive Summary.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—79
Contract—NE-C-00-3-0108
Grant—OB-NIE-G-78-0203
Note—35p.; For related document see SP 015 912.
Available from—Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103 ($1.50)
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Educational Research, Group Activities, Institutional Cooperation, *Interaction, Problem Solving, *Research Design, *Research Methodology, *Teacher Participation
Two teams, each comprised of teachers, a researcher, and a trainer/developer spent fifteen and a half months implementing the Interactive Research and Development on Teaching (IR&DT) strategy, a specialized educational research methodology stressing interactive rather than linear communication between teachers and researchers. These teams are studied and discussed in this executive summary of the IR&DT Study. The report includes a discussion of the essential features of IR&DT, assumptions underlying the strategy, a description of the Vermont and California sites which participated in the study, evaluation of the IR&DT teams' outcomes, summary of useful information resulting from the research, and recommendations for future study. (Author/LH)

0794 ED 186 467
Johnson, Lary
The Measurement of Opinions in Education: A Source for Administrators and Teachers.
Minneapolis Public Schools, Minn. Dept. of Research and Evaluation.
Pub Date—Mar 78
Note—39p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Affective Measures, *Attitude Measures, *Educational Attitudes, Elementary Secondary Education, Guidelines, Information Utilization, *Opinions, Parent Attitudes, *Participant Satisfaction, Program Attitudes, Questionnaires, Rating Scales, Sampling, Student Attitudes, *Test Construction
Identifiers—Content Validity
The measurement of opinions helps to indicate students', teachers', and parents' satisfaction with school programs, as well as students' self concept and affective behavior. In choosing a sample, several issues should be considered: sampling error, sample size, selection procedure, and acceptable response rate. Follow-up survey procedures and questionnaire validity are also important concerns. Guidelines for item construction include: (1) word questions so as to elicit the same interpretation from every respondent; (2) use simple, familiar language; (3) avoid offensive questions; (4) avoid questions which suggest the socially desirable response; (5) include only one issue per item; and (6) do not confuse factual or cognitive items with opinion or affective items. Rating scale item formats are useful in measuring attitudes, opinions, and feelings; a variety of response alternatives may be appropriate. Pilot testing is recommended to insure the validity of the questionnaire. The decision of whether to use hand-tabulated or computer-processed analysis of data should be made before the questionnaires are completed. (GDC)

0795 ED 186 541
Uries, Ethel And Others
Project READ-WRITE: A Manual for Administrators.
Newark Board of Education, N.J.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—[79]
Note—53p.; Not available in paper copy due to institution's restriction. For a related document see UD 020 521
Available from—Newark Board of Education/-Project READ WRITE, Hawkins Street, Newark, NJ 07105 ($7.50 plus postage).
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Guides, *Administrator Role, Basic Skills, Demonstration Programs, Elementary Secondary Education, Inservice Teacher Education, *Language Experience Approach, *Reading Programs, *Reading Skills, *Writing Skills
This manual outlines the procedures necessary for successful implementation of the Project READ-WRITE program. Two components are emphasized: the area of administration, supervision, and coordination; and the area of inservice training. Project READ-WRITE is described as a basic skills program in reading and related language arts designed to use in conjunction with or as a supplement to existing reading programs. The program utilizes a language experience approach, covering reading needs from phonics, structural analysis, and vocabu-

lary development to inferential, critical, creative, and literal comprehension. The manual contains sections on program implementation, personnel and role expectation, student evaluation, inservice training, consultant services, and a reading skills checklist of behavioral objectives. Examples of forms for lesson plans, implementation reports, inservice evaluation, and implementation surveys are appended. (Author/MK)

0796 ED 186 674

Barnes, Keith D.

The Appraisal of School Guidance and Counseling Services in the Urban Schools.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—49p.; For related documents see CE 024 197-199.

Pub Type— Tests/Questionnaires (160) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Administrative Policy, Career Education, Consultation Programs, Counseling Services, Counselors, Educational Philosophy, *Evaluation Criteria, Facilities, Financial Support, Guidance Objectives, Guidance Personnel, *Guidance Programs, Information Services, Organizational Effectiveness, Personnel Evaluation, Program Development, *Program Effectiveness, Program Evaluation, Referral, School Counseling, *School Guidance, Secondary Education, *Self Evaluation (Groups), Student Placement, Urban Schools

This resource booklet contains an operational appraisal instrument for use in evaluating the program effectiveness of secondary school guidance and counseling activities. It first presents criteria for exemplary guidance programs, which form the basis for the evaluation. Program areas appraised by this instrument include philosophy and objectives, guidance staff (professional, related professional, counselor-support, and clerical personnel), program (responsibilities, appraisal services, personal-social and educational-occupational information services, consultative and referral services, orientation and educational placement, counseling services, program development), facilities and provisions, and financial support. A scoring and weighing sheet is provided. Users obtain a quantitative measurement of a guidance and counseling program's strengths and identify areas in need of improvement. (The study that developed this document is reported in CE 024 197.) (YLB)

0797 ED 186 675

Barnes, Keith D.

The State of Urban School Guidance and Counseling in the Major School Districts of America.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—Mar 80

Note—228p.; For related documents see CE 025 196 and CE 025 198-199.

Pub Type— Information Analyses (070) — Reports - Research (143)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—Career Counseling, Career Education, *Career Guidance, Community Influence, Delivery Systems, Environmental Influences, Family Influence, Guidance Programs, National Surveys, Program Improvement, Public Schools, *Pupil Personnel Services, School Community Relationship, School Counseling, *School Guidance, Secondary Education, *State of the Art Reviews, Urban Areas, *Urban Schools, Urban Youth

Identifiers—United States

A comprehensive analysis of the state of school guidance and counseling emphasizing career guidance and counseling involved a literature search, compilation of current educational statistical data, a national survey of large city career counseling services, visitations and direct communication with school guidance personnel, and interviews with leaders in the field. Factors in the home, school, and community which influence urban youth were identified. Reform of past practices emphasizing special needs and college-attendance-related job functions was recommended to respond to the varied services demanded from and limited funds available to counselors today. Although they are sound, existing models for delivery of career counseling were considered dependent on accurate student needs and self-understanding information. An alternate method incorporating community involvement was suggested. A survey of the 112 largest public school systems produced information indicating that career guidance and counseling services in urban schools (1) are not properly funded; (2) lack adequate supplies, resources, and personnel; (3) need to develop models to improve services; (4) need to establish operational professional roles and function statements; (5) are facing pressure to add more duties despite staff shortages; (6) require more intensive inservice training and skill development experiences; and (7) must improve their communication skills with school staff and the community. (The survey instrument is appended. See Note for needs assessment, operations evaluation instruments, and model and delivery system.) (YLB)

0798 ED 186 676

Barnes, Keith D.

A Model for Urban School Career Counseling Services.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—80

Note—27p.; For related documents see CE 025 196-197 and CE 025 199.

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Career Counseling, *Career Guidance, *Community Resources, Cooperation, Counseling Services, Counselor Role, Delivery Systems, Facilities, Financial Support, Guidance Personnel, Guidance Programs, Models, Parent School Relationship, *Program Design, *Program Development, Program Evaluation, *Program Implementation, School Community Relationship, Urban Areas, *Urban Schools

This aggregation model for urban school career counseling services presents a systematic alternative to those career guidance and counseling strategies presently in place in urban schools. Its purpose is to facilitate collaborative efforts by school staff, parents, students, and the community in building career guidance and counseling sevices based in the school yet drawing upon the rich human and material resources of the urban area. The career counseling model, presented in both graphic and narrative forms, involves four stages (47 components): planning (13), design (19), implementation (9), and evalsution (6). The narrative section defines the components and describes the role which personnel, financial resources, facilities, and other support systems play in the career counseling process. The establishment of an aggregation of career counseling sponsors, including the local school district, state education department, counselor education institution, and professional organizations is required to implement this model. (The study which developed this document is reported in CE 025 197.) (YLB)

0799 ED 187 049

Braaten, Sheldon

Madison School Model.

Minneapolis Public Schools, Minn. Special Education Div.

Pub Date—Apr 80

Note—49p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-16).

Pub Type— Reports - Descriptive (141) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Adolescents, Behavior Change, *Behavior Modification, *Behavior Problems, Coping, *Counseling, Demonstration Programs, *Emotional Disturbances, Models, Program Descriptions, Secondary Education, *Self Control, *Student Adjustment

The Madison (Minneapolis, MN) school program provides intensive instructional and treatment services to students 12 to 16 years old with serious emotional and behavioral problems. The primary goal of the program is to aid individual students to develop sufficient coping skills and self based behavioral controls so they can successfully return to the mainstream programs as quickly as possible. Program components include a curriculum in the basic skill areas, five interrelated classrooms, individual and group counseling, a point system to reinforce appropriate behavior and provide feedback, behavioral contracts, other reinforcements such as time out, parent involvement, community agency coordination, and use of volunteers and practicum students. Appendixes contain a behavioral objective sequence recording form, a behavioral objective sequence outline, a treatment plan form, a point sheet, and a contract form. (SBH)

0800 ED 187 780

"Access to Excellence": An Analysis and Commentary on the 1978-79 Program Proposals.

Chicago Urban League, Ill. Dept. of Research.

Pub Date—[79]

Note—77p.; For a related document, see UD 020 462.

Pub Type— Opinion Papers (120) — Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—*Board of Education Policy, Community Attitudes, *Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Program Descriptions, School Demography, *School Desegregation, School Segregation, Urban Schools, Voluntary Desegregation

Identifiers—*Illinois (Chicago)

This paper constitutes the Chicago Urban League's criticism of "Access to Excellence," the voluntary school desegregation plan proposed by the Chicago Board of Education. It is held that the plan will probably do more harm than good toward the desegregation of Chicago Public Schools. The Urban League claims that "Access to Excellence" is elitist in design, misleading in its goals, dishonest in character, and that it institutionalizes the prospect of continued second class status for most of Chicago's minority students. General concerns expressed about the plan include its lack of provision for mandatory participation by students, elitism in program design and placement, and the continued isolation of minority group students. Components of the plan are described and the number of programs to be initiated under each component, the number of student placements, and program costs are indicated. The desegregation potential of each component program is discussed. (MK)

0801 ED 188 043

Wheeler, Linda Finley, Mary Jane

The Dropout Problem. Phoenix Union High School District No. 210. Special Report.

Phoenix Union High School District, Ariz.

Pub Date—80

Note—94p.

Available from—Phoenix Union High School District, Number 210, Research Services, 2526 West Osborn Road, Phoenix, AZ 85107

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors—Career Planning, *Dropout Characteristics, Dropout Research, Dropouts, *Educational Opportunities, *Employer Attitudes, *Employment Potential, *Environmental Influences, High School Students, Research Projects, Secondary Education, *Student School Relationship, Surveys

Identifiers—*Phoenix Union High School District AZ

In an effort to decrease the dropout rate, the Phoenix Union High School District investigated the dropout problem to identify background factors, school/training and job opportunities, and student experiences and opinions. Other local school districts were surveyed by telephone to determine their dropout rates and programs. Representatives of career schools, employment agencies, labor unions, public service agencies, branches of the armed services, and industry and business were contacted to obtain information on entrance requirements, employment policies, or eligibility requirements. Student dropouts were also surveyed by telephone or mail questionnaires to ascertain why they dropped out and, for those who eventually returned, why

they chose to do so. Results indicated that: (1) residential patterns, school finances, and support from parents, peers, and the community affect the dropout rate; (2) few educational or job opportunities exist for dropouts because they lack basic skills, perseverance, and good work habits; and (3) the majority of dropouts are students who have been "turned off" by schools, teachers, and programs. (Although geographically specific, this research project provides an adaptable model for readers interested in conducting dropout research.) (HLM)

0802 ED 188 300
School Size and Pupil Costs, Reviewed for 1979-80. 1980 APS Planning Document 2.
Albuquerque Public Schools, N. Mex.
Pub Date—Feb 80
Note—63p.; For related documents, see ED 114 908 and ED 153 365.
Available from—Director, Organization, Analysis & Research, Albuquerque Public Schools, P.O. Box 25704, Albuquerque, NM 87125 (first copy $8.50; all additional copies $4.25)
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors—Educational Facilities, Elementary Schools, Elementary Secondary Education, Enrollment Rate, Enrollment Trends, *Expenditure Per Student, High Schools, Middle Schools, *School District Spending, *School Size, Special Education, Tables (Data)
Identifiers—*Albuquerque Public Schools NM
The ninth annual report on optimal school size for New Mexico's Albuquerque Public Schools presents enrollment and cost figures for the district's elementary, middle, and high schools and for its special education programs. From these data are drawn the minimum school size for economic operation and the maximum school size for effective learning at each educational level. The figures indicate that declining enrollment at the middle and high school levels affected optimal school sizes, while upper and lower limits for elementary schools remained relatively unchanged from those of a year before. Extensive tables relate school size and costs per pupil and relate school size, occupancy rates, and administrative and instructional costs. Additional tables present transportation cost figures and overall summaries. (PGD)

0803 ED 188 495
Lee, Alice
The Earth's Treasure: Soil.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—15p.
Language—Chinese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, *Chinese, Class Activities, Junior High Schools, *Native Language Instruction, Secondary School Science, *Soil Science
Identifiers—Elementary Secondary Education Act Title VII
This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Bilingual Pilot Program, sponsored through the Elementary and Secondary Education Act, Title VII. It is designed for limited and non English speaking students. The unit is on kinds of soils and how poor soil is made better. Activities, experiments, and a list of main terms in both languages are included. Answers to the activities are provided. (SW)

0804 ED 188 496
Lee, Alice
The Sun-Planets-The Moon.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—48p.
Language—Chinese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Astronomy, *Bilingual Education, *Chinese, Class Activities, Junior High Schools, *Native Language Instruction, Secondary School Science
Identifiers—Elementary Secondary Education Act Title VII
This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Bilingual Pilot Program, sponsored through the Elementary and Secondary Education Act, Title VII. It is designed for limited and non English speaking students at the middle school level. The three sections of the unit cover the sun, the planets, and the moon. At the end of each section, a list of main terms in Chinese and English, activities, and experiments are included. Answers to the activities are provided at the end of the book. (SW)

0805 ED 188 497
Moy, Mary C. And Others
A Multicultural Social Studies Series for C.S.L. Students, Book 2.
San Francisco Unified School District, Calif. Chinese Bilingual Pilot Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—66p.
Language—Chinese
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Asian Studies, Bilingual Education, *Chinese, *Chinese Culture, *Cultural Education, Junior High Schools, Multicultural Education, Multicultural Textbooks, *Second Language Instruction, *Social Studies
Identifiers—Elementary Secondary Education Act Title VII
A multicultural social studies text for junior high school students of Chinese as a second language is presented. This level two text is designed for the Chinese Bilingual Pilot Program sponsored through the Elementary and Secondary Education Act, Title VII. The book consists of 25 lessons with no more than 50 characters each. Each lesson has a list of terms in both Chinese and English, vocabulary, and exercises. Answers to the exercises and a bilingual glossary are included. Lessons cover the following: Asia, monsoon, Malaysia, Borneo, Asian countries, caste in India, the women of Asia, Confucius, "soul" in Japanese, law in old China, Japan, the changing world in India, farming in China today, school days in China, acupuncture, Han Fei Tzu, Siddhartha Gautama, Gandhi, Mao Tse-tung, food or famine, changes in Chinese farming, poverty, the Olympic games, and success. The text is designed to be used along with the "World Studies Inquiry Series: Asia" and a "Multicultural Social Studies Series: Asia." (SW)

0806 ED 188 928
Wieland, Anne And Others
Elementary Science Guide - Kindergarten.
Anchorage Borough School District, Alaska.
Pub Date—78
Note—158p.; For related documents, see SE 031 445-450. Contains photographs which may not reproduce well.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, *Kindergarten Children, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets
Presented is a resource book to be used with instructional kits for elementary school science students in kindergarten. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Nine units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Color, Shape, Size, Position, Quantity, Touch (Texture), Odor, Sound, and Observing Plants. (CS)

0807 ED 188 929
Wieland, Anne And Others
Elementary Science Guide - 1st Grade.
Anchorage Borough School District, Alaska.
Pub Date—78
Note—114p.; For related documents, see SE 031 444-450.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, *Grade 1, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets
Presented is a resource book to be used with instructional kits for elementary school science students, grade 1. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Four units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Magnets, Air, Plants and Animals, and Weather and Climate. (CS)

0808 ED 188 930
Wieland, Anne And Others
Elementary Science Guide - 2nd Grade.
Anchorage Borough School District, Alaska.
Pub Date—78
Note—115p.; For related documents, see SE 031 444-450.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, *Grade 2, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets
Presented is a resource book to be used with instructional kits for elementary school science students, grade 2. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Four units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Atoms and Molecules, Plants and Animals, Sound, and Force and Motion. (CS)

0809 ED 188 931
Wieland, Anne And Others
Elementary Science Guide - 3rd Grade.
Anchorage Borough School District, Alaska.
Pub Date—78
Note—75p.; For related documents, see SE 031 444-450.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, *Grade 3, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets
Presented is a resource book to be used with instructional kits for elementary school science students, grade 3. The individual units at this grade level are based on curriculum which has been deve-

loped by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Six units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Electricity, Force-Motion and Machines, Weather, Sink or Float, Mystery Powders, and Plants and Animals. (CS)

0810 ED 188 932
Wieland, Anne And Others
Elementary Science Guide - 4th Grade.
Anchorage Borough School District, Alaska.
Pub Date—78
Note—118p.; For related documents, see SE 031 444-450.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, *Grade 4, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets
Presented is a resource book to be used with instructional kits for elementary school science students, grade 4. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Four units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Colored Solutions, Plants and Animals, Atoms and Molecules, and Earth Science - Rocks. (CS)

0811 ED 188 933
Wieland, Anne And Others
Elementary Science Guide - 5th Grade.
Anchorage Borough School District, Alaska.
Pub Date—78
Note—76p.; For related documents, see SE 031 444-450.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, *Grade 5, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets
Presented is a resource book to be used with instructional kits for elementary school science students, grade 5. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Six units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Experiments with Paper and Ice Cubes, Small Things, Electricity, Magnets, Atoms and Molecules, Plants and Animals, and Ecosystems. (CS)

0812 ED 188 934
Wieland, Anne And Others
Elementary Science Guide - 6th Grade.
Anchorage Borough School District, Alaska.
Pub Date—78
Note—117p.; For related documents, see SE 031 444-449.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Elementary Education, *Elementary School Science, *Grade 6, *Resource Materials, Science Course Improvement Projects, *Science Curriculum, Science Education, Teaching Guides, Worksheets
Presented is a resource book to be used with instructional kits for elementary school science students, grade 6. The individual units at this grade level are based on curriculum which has been developed by the National Science Foundation in the 1960s and revised to meet student and teacher identified needs in Anchorage, Alaska. Six units are included within this guide. Each unit lists kit and non-kit items, supplemental materials, teacher background information, and proposed schedule. Worksheet masters are also included. Unit topics include Kitchen Physics, Mealworms, Environment of Flowering Plants and Their Seeds, Properties of Water, Atoms and Molecules, and Batteries and Bulbs II. (CS)

0813 ED 189 102
Holley, Freda M.
An Alternative Approach to Assuring Teacher Competence. Publication #79.30.
Austin Independent School District, Tex. Office of Research and Evaluation.
Pub Date—Apr 80
Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980). Contains some small print.
Pub Type— Speeches/Meeting Papers (150) — Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrators, *Competence, Competency Based Teacher Education, Elementary Secondary Education, *Evaluation Methods, Professional Training, *Program Development, *Program Implementation, Rating Scales, *Teacher Evaluation, *Teaching Skills
Identifiers—Interrater Reliability, *Professional Personnel Evaluation System
Teachers, administrators, and a few parents and students rated 100 teacher competency statements with the help of the Research and Development Center for Teacher Education. These competency statements then served as the basis for the Professional Personnel Evaluation System (PPES), which also consists of rating scales to be completed by administrators, parents and students; detailed observation procedures; a handbook; and a computerized record of ratings for school-by-school comparisons. After the first year of operation (1978-79), participants felt that the new system was superior to the old method of teacher testing. There was great concern, however, over the variability in teacher ratings by administrators across schools. In 1979-80 other events intervened. Staff time costs were too high to justify the new system, raising the speculation that teacher testing may be the only way to establish a minimum competency level. (CP)

0814 ED 189 205
A Bibliography of Multi-Cultural & Non-Sexist Resource Materials.
Massachusetts State Dept. of Education, Boston. Bureau of Equal Educational Opportunities.
Pub Date—Jan 80
Note—60p.
Pub Type— Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Annotated Bibliographies, Audiovisual Aids, *Equal Education, Ethnic Stereotypes, *Instructional Materials, *Media Selection, *Multicultural Education, Publications, Resource Centers, *Resource Materials, *Sex Fairness, Sex Stereotypes
This annotated bibliography, designed for use by teachers and administrators, is intended to assist in the implementation of the Massachusetts Equal Educational Opportunity law. It is divided into five sections: (1) Audio-Visual Materials (films, filmstrips, kits, slides, videotapes and educational television programs); (2) Curriculum and Training Materials; (3) Books and Handbooks; (4) Newsletters and Periodicals; and (5) Additional Resources (organizations, agencies and publishers). Resources are listed according to appropriate age and/or grade levels. Information on the availability and content of materials is included. (Author/MK)

0815 ED 189 239
Something That Works for Me. 100 Teaching Practices Used in Our Schools. Grades K-12. No. 1.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date—Mar 80
Note—38p.; Not available in paper copy due to blurred print.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Class Activities, Classroom Techniques, Elementary Education, *Instructional Improvement, *Instructional Innovation, *Teaching Methods
The teaching practices presented in this manual address the following curriculum areas: language arts, art, music, guidance, physical education, special education, human relations, library skills, social studies, science, class management, math, reading, spelling, English as a second language, typing, foreign languages, humanities, English, computer programming, business education, and occupational-vocational education. Each teaching practice is labelled by curriculum area and grade level and is briefly described. (MK)

0816 ED 189 252
Kean, Michael H.
The Impact of Federal Evaluation Legislation on Larger Urban School Districts.
Pub Date—Sep 79
Note—13p.; Paper presented at the symposium on "Evaluation Policy in Federally Funded Programs: Lessons from Title I" at the annual meeting of the American Psychological Association (New York, NY, September 1-5, 1979).
Pub Type— Reports - Research (143) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compensatory Education, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Federal Legislation, Federal Regulation, Policy Formation, *Program Evaluation
Identifiers—Education Amendments 1974, *Elementary Secondary Education Act Title I, Pennsylvania (Philadelphia)
The Educational Amendments Act of 1974 added an evaluation requirement to Title I legislation. Models of evaluation were required to specify techniques and criteria which facilitate comparisons of programs on a statewide or nationwide basis. The School District of Philadelphia conducted simulated studies of three evaluation models to determine implementation problems and barriers regarding Title I evaluation and considered how these experiences should guide Federal policy and legislation in other programs. Four categories of barriers to smooth implementation were identified: (1) validity of evaluative measurement devices; (2) accuracy of systems for sampling, testing, and evaluation; (3) aggregation issues regarding levels at which results can or should be used; and (4) issues of interpretation and application of data. It was concluded that Title I evaluation models may be theoretically sound; however, application may lead to inconsistencies. (Author/MK)

0817 ED 189 257
1978-1979 School Building Program and 1979-1982 Capital Improvement Plan Including Projects Proposed for Rescindment As Prepared for Consideration and/or a Public Hearing to Be Held by the Board of Education.
New York City Board of Education, Brooklyn, N.Y. Bureau of Facilities Planning and Design.
Pub Date—Dec 77
Note—62p.
Pub Type— Reports - Descriptive (141) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Capital, *Educational Facilities Improvement, Educational Facilities Planning, *Educational Finance, Elementary Secondary Education, *Resource Allocation, *School Buildings, School Funds
Identifiers—*New York (New York)
This school building report and capital improvement plan for New York City's public schools em-

phasizes the need for upgrading existing school plants in order to provide schools with the physical potential for conducting educational programs equivalent to that of new schools. Emphasis is also placed on satisfactorily maintaining school buildings in New York. Figures on enrollment and capacity provided the data from which projected needs were derived. This report includes tables providing building construction, improvement, and rescindment proposals for each community school district, for special schools, and for high schools within each borough. Capital budget requests for the 1978-79 year and funds approved under the Federal Public Works Capital Development Program are summarized. A recapitulation of the building and improvement proposals by borough and a list of lump-sum requests for 1978-1979 are included. (Author/MK)

0818 ED 189 361
Jefferson County Adult Reading Project. Final Report.
Jefferson County Board of Education, Louisville, Ky.
Spons Agency—Kentucky State Dept. of Education, Frankfort.
Pub Date—30 Jun 80
Note—81p.; For a related document see CE 024 332.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Academic Achievement, *Adult Basic Education, *Adult Reading Programs, Enrollment, Functional Reading, Illiteracy, Literacy Education, Program Descriptions, Program Evaluation, *Reading Instruction, Reading Skills, School Holding Power, *Student Recruitment
Identifiers—Kentucky (Jefferson County)
Through the 1979-80 Jefferson County Adult Reading Project, 508 students functioning at a 5.9 reading level and below attended reading classes. Test results demonstrated the growth in educational advancement while retention rates and growing enrollment showed other measures of success in the project components. Recruitment techniques used were intended to recruit students and create community awareness of the problems of adult illiteracy. Recommendations for recruitment determined by the project included stressing confidentiality of inquiries and enrollment; efforts directed through business and industry were ineffective, while television and radio should be utilized more; printed flyers should be directed at family members of non-readers; and success stories should be publicized. The basic reading program chosen for use by the teacher (three were used in the project) was not shown to have a statistically significant effect on academic gains. Instructional materials were recommended to (1) incorporate more life-coping skills, (2) center around required job reading, and (3) involve student and teacher-made materials. Through inservice programs teachers should be provided more training in individualizing instruction, appropriate use of supplementary materials, material development, counseling and goal setting, and motivational techniques. The need for personal counseling as a continuing part of the program was also recognized. (YLB)

0819 ED 189 727
Thomas, M. Donald
Shared Governance of Schools.
Pub Date—21 Jun 77
Note—12p.
Pub Type— Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advisory Committees, Board Administrator Relationship, Collective Bargaining, *Conflict, *Educational Cooperation, Governance, Labor Relations, *Parent Participation, *School Administration, Superintendents, *Teacher Participation
Identifiers—Utah (Salt Lake City)
Shared decision-making can help schools keep sight of their true goals. In the educational sector the conflicts that arise in collective bargaining disputes can be destructive to the organization. Schools require more than the mere coexistence of labor and management. They require cooperation and strong, supportive relationships. To establish a genuine partnership, the superintendent should establish a cabinet including representatives of employee groups. In each school building, the principal should establish a school council to assist with school governance. In Salt Lake City (Utah), the school district has implemented such a system. Administrative agreements between the superintendent and the teachers association specify that each school establish a governance council including both parents and staff. At the district level, decisions are made by a group including the superintendent, staff members, the president and the executive director of the teachers association, the president and the executive director of the administrators association, and the staff coordinator. In addition to adjudicating local decisions, the group makes recommendations on fringe benefits and leave policies, and determines staffing patterns and the allocation of resources. In this city, shared governance has created a strong partnership with parents and teachers. (Author/JM)

0820 ED 189 796
Pepper, Floy Childers Roberson, Mickey
Group Discussions with the Emotionally Handicapped.
Multnomah County Intermediate Education District, Portland, Oreg.
Pub Date—[80]
Note—33p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Emotional Disturbances, *Group Discussion, *Group Therapy, *Peer Groups, *Peer Influence
The paper discusses the use of regularly scheduled classroom group discussions in the treatment of emotionally disturbed (ED) children, to assist them in learning alternative ways of acting and interacting and to move them from feelings of discouragement and negativism to the point where they can effect change in themselves, feel confident in their problem solving abilities, and feel that they belong. Four mistaken goals that ED children pursue are examined, and suggestions are offered on how to recognize them. These mistaken goals include desiring undue attention, power seeking, revenge seeking, and displaying inadequacy in order to be left alone. Group discussions are examined with special reference to the ideas of equality and mutual respect. Other aspects covered include preparing for group discussions, preparing ED students for group discussions, the purposes of group discussions, the teacher's role, leadership, and qualities needed for leaders of group discussions. Techniques for dealing with ED children in group discussions are also offered. (DLS)

0821 ED 189 879
Chinese-Mandarin Table of Simplified Chinese Characters.
Defense Language Inst., Monterey, Calif.
Pub Date—Jun 64
Note—17p.; For related documents, see FL 011 561-566 and ED 184 312-327.
Available from—Defense Language Institute, Foreign Language Center, Nonresident Division, Presidio of Monterey, CA 93940
Language—Mandarin Chinese; English
Pub Type— Guides - Classroom - Learner (051) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ideography, *Mandarin Chinese, Postsecondary Education, *Romanization, *Second Language Instruction, Uncommonly Taught Languages, *Written Language
The table of 545 simplified Chinese characters indicates the proper forms for general use according to the State Council of the People's Republic of China. The simplified characters are arranged according to a system that combines stroke counting and stroke order. Alongside the simplified characters are their traditional and more complex forms, together with their pronunciation in the Yale, Wade-Giles, and Pinyin romanization systems. (NCR)

0822 ED 190 505
Secondary Health Education Curriculum Guide.
Anchorage Borough School District, Alaska.
Pub Date—May 78
Note—172p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Anatomy, Consumer Education, Dietetics, Drug Education, Family Relationship, Grade 8, *Health Education, Health Occupations, *Mental Health, Nutrition, Physical Development, *Physical Fitness, Safety Education, Secondary Education, Sex Education, *Social Development
This curriculum guide is designed for teaching health education to eighth graders but can be modified for use with high school students. The curriculum is divided into four units: 1) mental health, 2) physical health, 3) social health, and 4) behavior patterns. The classroom objectives in each unit are accompanied by teaching strategies and expected outcomes. A listing of community resources is appended. (CJ)

0823 ED 190 506
Everything You've Always Wanted to Know About Health Education, But Were Afraid to Ask. Level II Grades 4-6.
Anchorage Borough School District, Alaska.
Pub Date—May 77
Note—149p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Consumer Education, Drug Education, Family Relationship, *Health Education, Hygiene, Intermediate Grades, Mental Health, Nutrition, Physical Development, Physical Fitness, Safety Education, Sex Education, Social Development
This curriculum guide is designed for teaching health education to students in grades 4-6. Behavioral goals, teaching methods, learning experiences, resources, and evaluation methods are listed for the teaching of each of the eleven major concepts. A list of additional resource materials is appended. (CJ)

0824 ED 190 541
Physical Education. Key Competencies. Elementary: Grades K-9.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—13p.; For related documents, see SP 016 475 and SP 016 504-505.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Behavior, Cognitive Ability, *Competency Based Education, Elementary Education, Junior High Schools, Lifetime Sports, Physical Activities, *Physical Education, *Physical Fitness, Psychomotor Skills, Standards
This curriculum guide states physical education program standards for schools in the Philadelphia School District. The major goal of this program, designed for students from kindergarten to grade nine, is to develop desirable attitudes and practices that contribute to the maintenance of physical fitness. The "key competencies" listed in this guide are the basics of the program. (CJ)

0825 ED 190 542
Physical Education. Key Competencies. Secondary: Grades 5-12.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—17p.; For related documents, see SP 016 474 and SP 016 504-505.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Behavior, Cognitive Ability, *Competency Based Education, *Intermediate Grades, Lifetime Sports, Physical Activities, *Physical Education, Psychomotor Skills, Secondary Education, Standards
This curriculum guide states physical education program standards for schools in the Philadelphia

School District. The major goal of the program, designed for students from grades 5-12, is to develop attitudes and practices that contribute to the maintenance of physical fitness. The "key competencies" listed in this guide are the program basics. (CJ)

0826 ED 190 553
Health Education. Human Growth and Development. Key Competencies. Secondary: Grades 5-12.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—20p.; For related documents, see SP 016 474-475 and SP 016 505.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, Career Awareness, *Competency Based Education, Consumer Education, Disease Control, Drug Education, Family Relationship, *Health Education, Hygiene, Individual Development, Injuries, Intermediate Grades, Mental Health, Nutrition, Physical Development, Pollution, Safety Education, Secondary Education, Sex Education, Standards
This curriculum guide states health education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from grades 5-12, is to help students develop attitudes and practices that contribute to the maintenance of personal health. The "key competencies" listed in this guide should be used as program basics. (CJ)

0827 ED 190 554
Health Education. Human Growth and Development. Key Competencies. Elemeatary: Kindergarten-Grade 9.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—20p.; For related documents, see SP 016 474-475 and SP 016 504.
Pub Type — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescent Development, Career Awareness, *Competency Based Education, Disease Control, Drug Education, Elementary Education, Family Relationship, *Health Education, Hygiene, Individual Development, Injuries, Junior High Schools, Mental Health, Nutrition, Physical Development, Pollution, Safety Education, Sex Education, Standards
This curriculum guide states health education program standards for schools in the Philadelphia School District. The major goal of the program, designed for students from kindergarten to ninth grade, is to help students develop attitudes and practices that contribute to the maintenance of personal health. The "key competencies" listed in this booklet are the basics of the health education program. (CJ)

0828 ED 190 691
Hart-Nibbrig, Nand
The Politics of School Desegregation: Los Angeles.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Pub Date—11 Apr 80
Contract—NIE-P-79-0118
Note—118p.; Maps may not reproduce well.
Pub Type— Opinion Papers (120) — Reports - General (140)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Board of Education Role, City Officials, Community Role, Court Role, Desegregation Plans, Elementary Secondary Education, Government Role, Minority Group Influences, *Political Influences, *Politics, *Public Officials, *School Community Relationship, *School Desegregation
Identifiers—*California (Los Angeles)
This paper chronicles important events surrounding the desegregation of Los Angeles public schools, focusing on underlying political factors and roles of various individuals and community groups in the desegregation process. The author's principal contention is that Los Angeles schools remain segregated because powerful individuals and groups have effectively coalesced to prevent effective desegregation. First, the history of the city's school desegregation plan is reviewed and its current features described. The roles of the School Board, the Superintendent, the court system, local and State political officials (such as the mayor and city council, the governor's office, the State legislature, and the Office of the State Superintendent of Education) are discussed. The impact of a 1969 court case, Crawford vs. Los Angeles Board of Education, and its subsequent appeal on the maintenance of racial segregation in the city's schools is explained. Minority (black, Chicano, and Jewish) community leadership is also discussed in relation to desegregation politics, and the unlikelihood of a coalition between these groups is cited as weakening their already limited possibilities for bringing about desegregated schools. Finally, some of the problems and prospects of metropolitan (interdistrict) desegregation and the general political future of school desegregation in Los Angeles are considered. (GC)

0829 ED 190 695
Minimum Teaching Essentials, Grades K-9.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Report No.—NYCBE-CB-01-0000-81
Pub Date—79
Note—796p.; Guide developed by the Center for Curriculum Development. For a related document see ED 181 128.
Available from—Board of Education of the City of New York, Publications Sales Office, 110 Livingston Street, Brooklyn, NY 11201 ($8.50; Make checks payable to Auditor, Board of Education).
Pub Type— Guides - General (050) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF05/PC32 Plus Postage.
Descriptors—*Board of Education Policy, *Core Curriculum, Curriculum Guides, Elementary Education, Junior High Schools, *Minimum Competencies, *Teaching Methods
Identifiers—*New York (New York)
The purpose of this bulletin is to provide administrators, teachers, parents, and other members of the New York City educational community with a resource that identifies, within all disciplines, the basic body of knowledge and skills to be taught at each grade or level (K-9). The bulletin begins with a broad perspective of each subject area, highlighting major components of individual disciplines and indicating the role each plays in the educational process. Areas covered include art, bilingual education, career education, foreign language, health education, home economics, industrial arts, library media, mathematics, music, physical education, science, social studies, typewriting, and work study. More detailed sections follow on (1) communication arts (integrating reading and language arts), (2) English as a Second Language, (3) foreign languages in grades 3-5, (4) child development focus and work study skills, and (5) special subjects in the intermediate/junior high school. In these sections, each page presents content area and/or topics with descriptors for specific skills and knowledge. References are provided to other Board of Education bulletins, when available. In some cases, suggestions are offered for the amount of time to be devoted to a particular topic. A list of additional curriculum publications is appended to the bulletin. (Author/GC)

0830 ED 190 696
IMPACT II: Catalog of Programs, 1979-1980.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Spons Agency—EXXON Education Foundation, New York, N.Y.
Pub Date—80
Note—116p.; Developed by the Office of Special Projects. Photographs may be marginally legible.
Pub Type— Reference Materials - Directories/-Catalogs (132) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Art Education, Bilingual Education, Career Education, *Class Activities, *Classroom Techniques, Communication Skills, *Demonstration Programs, Elementary Secondary Education, Health Education, Library Skills, Mathematics Instruction, Science Education, Second Language Instruction, Social Studies, Special Education, *Teacher Developed Materials
Identifiers—*New York (New York)
IMPACT II is a program administered by the New York City Board of Education designed to identify, support, document, describe, and replicate successful classroom-based programs developed by teachers. During the first year of IMPACT II, approximately 100 exemplary programs were identified. This publication is a collection of profiles of these programs. The profiles document and describe each program and are organized by elementary, junior high and high school levels, with a separate section for special education. Within these categories, program profiles are ordered by subject area, including: art, bilingual education, career and occupational education, communication arts, foreign language, health education, library media, mathematics, physical education, science, and social studies. Listed at the end of each exemplary program profile are the originating teacher's name, the address and telephone number of his or her school, and the school principal's name. (Author/GC)

0831 ED 190 700
Celebration: A Planning Guide for Ethnic Heritage and Culture Weeks.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
Pub Date—79
Note—296p.; Some sections may be marginally legible due to small print.
Available from—Office of Curriculum Development and Support, Division of Curriculum and Instruction, 131 Livingston Street, Brooklyn, NY 11201 ($5.00).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Black Culture, Chinese Culture, *Cultural Background, *Cultural Education, Elementary Secondary Education, Ethnic Groups, *Ethnic Studies, Latin American Culture, Puerto Rican Culture, Teaching Guides
Identifiers—Greek Culture, Irish Culture, Italian Culture, Japanese Culture, Jewish Culture, New York (New York), Scandinavian Culture, Slavic Culture
This guide is designed to help teachers and supervisors in planning activities for observing Ethnic Heritage and Culture Weeks in the New York City Board of Education calendar. The first sections discuss goals and general heritage and culture themes, activities, and materials. The following sections each present suggestions for individual ethnic and culture weeks activities. Groups discussed in these sections are the Slavs, Puerto Ricans, Japanese, blacks, Chinese, Irish, Greeks, Pan Americans, Jews, Italians, and Scandinavians. Each section presents themes, background information, activities, lists of outstanding individuals from the group being discussed, a bibliography, and audiovisual aids, media resources, and organizations related to the group. A calendar of ethnic celebrations in New York City during 1980 and a questionnaire for evaluating this guide is appended. (Author/BE)

0832 ED 190 701
Savitz, Reuven And Others
Report on Bureau of Pupil Transportation Contract Busing System.
New York City Board of Education, Brooklyn, N.Y.
Pub Date—30 Nov 79
Note—30p.; Some sections may be marginally legible due to light print.
Pub Type— Numerical/Quantitative Data (110) — Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Board of Education Policy, *Bus Transportation, *Contracts, *Costs, Elementary Secondary Education, *Student Transportation
Identifiers—*New York (New York)
This report outlines the process and events related to the implementation of a new student bus transportation contract system for New York City schools and presents data on numbers of vehicles used, number of students transported, and costs. The revised system, which sought to attract new companies to the school bus transportation business, is briefly described. Events leading to implementation of the system, including labor problems that threatened to leave New York City school children without transportation, are reviewed. The number of vehicles awarded to Varsity (the contractor that formerly operated 65 percent of

all buses) and other major contractors is compared for fiscal years 1979 and 1980. Also discussed in the report are the fiscal impact of and quality of service provided by the transportation system for handicapped and other students. A number of proposed cost control and service improvement measures are outlined. (GC)

0833 ED 190 709
Summaries and Details of Budget Request of Community School Districts for Units of Appropriation 12 and 13, Instruction and Administration, Fiscal Year 1977-1978, Volume III.
New York City Board of Education, Brooklyn, N.Y.
Pub Date—13 Dec 76
Note—866p.; For related documents see UD 020 799-800.
Pub Type— Numerical/Quantitative Data (110) — Reports - General (140)
EDRS Price - MF06/PC35 Plus Postage.
Descriptors— Budgeting, *Budgets, *Educational Finance, Elementary Secondary Education, Resource Allocation, *School District Spending, Tables (Data)
Identifiers—*New York (New York)
The budgetary forms required by the New York City Education Law to be filed by the Chancellor and Community School Districts are contained in this report. The budget requests are for funds the districts deemed necessary for operations during the 1977-1978 fiscal year. Included are requests for additional funds based on the needs and priorities of individual districts. The Chancellor's recommendations for city-wide allocations are also included. (MK)

0834 ED 190 710
Summaries and Details of Budget Request of Community School Districts for Units of Appropriation 1 and 2, Community District Instruction and Administration, Fiscal Year 1979-1980, Volume III.
New York City Board of Education, Brooklyn, N.Y.
Pub Date—15 Dec 78
Note—269p.; For related documents see UD 020 798 and UD 020 800.
Pub Type— Numerical/Quantitative Data (110) — Reports - General (140)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Budgeting, *Budgets, *Educational Finance, Elementary Secondary Education, Resource Allocation, *School District Spending, Tables (Data)
Identifiers—*New York (New York)
The budgetary forms required by the New York City Education Law to be filed by the Chancellor and Community School Districts are contained in this report. The budget requests are for funds the districts deemed necessary for operations during the 1979-1980 fiscal year. Included are requests for additional funds based on the needs and priorities of individual districts. The Chancellor's recommendations for city-wide allocations are also included. (MK)

0835 ED 190 711
Summaries and Details of Budget Request of Community School Districts for Units of Appropriation 201 and 202, Community District Instruction and Administration, Fiscal Year 1980-1981, Volume III.
New York City Board of Education, Brooklyn, N.Y.
Pub Date—[80]
Note—265p.; For related documents see UD 020 798-799.
Pub Type— Numerical/Quantitative Data (110) — Reports - General (140)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Budgeting, *Budgets, *Educational Finance, Elementary Secondary Education, Resource Allocation, *School District Spending, Tables (Data)
Identifiers—*New York (New York)
The budgetary forms required by the New York City Education Law to be filed by the Chancellor and Community School Districts are contained in this report. The budget requests are for funds the districts deemed necessary for operations during the 1980-1981 fiscal year. Included are requests for additional funds based on the needs and priorities of individual districts. The Chancellor's recommendations for city-wide allocations are also included. (MK)

0836 ED 190 782
Lydecker, Toni H.
Job Training and the Schools: A Community Guide to Vocational Education.
National Urban Coalition, Washington, D.C.
Spons Agency—Department of Labor, Washington, D.C.
Note—34p.; Photographs will not reproduce well.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Adults, Adult Vocational Education, Communication (Thought Transfer), Community Involvement, Community Organizations, Cooperative Planning, Cooperative Programs, *Coordination, *Disadvantaged, *Educational Cooperation, Employment Programs, Financial Support, *Job Training, National Programs, Program Administration, School Community Programs, *School Community Relationship, Secondary Education, State Programs, Urban Population, Urban Youth, *Vocational Education
Identifiers—Comprehensive Employment and Training Act
This guide for community-based organizations (CBOs) touches on some of the many opportunities for worthwhile collaboration between CBOs and the schools. It suggests several strategies CBOs can use to (1) increase the access of disadvantaged youth and adults to vocational programs and (2) coordinate their own employment and training efforts with those of the schools. Chapter 1 discusses structure of vocational education programs and program categories. Funding and administration of state vocational and national programs are the focus of chapter 2. Chapter 3 concerns vocational education and the Comprehensive Employment and Training Act (CETA). Meshing CETA activities with those of public education systems is also discussed. The emphasis of chapter 4 is the importance of vocational education in preparing urban youth and adults for work. Chapter 5 discusses community involvement in the schools, including the role of advisory councils, coordination of CBO and neighborhood group employment activities with the schools, and involvement of private businesses. Twelve guidelines for improving communication and coordination with the schools at the national, state, and community levels are then presented. Appendixes include a table of vocational education appropriations for fiscal year 1980, list of state directors of vocational education, and an annotated list of resources. (YLB)

0837 ED 190 789
Chacon, Louis, Jr. And Others
Arizona Bilingual Business and Office Education. Book 1-Bilingual Business Grammar.
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Business and Career Education.
Pub Date—Sep 78
Note—336p.; For related documents see CE 025 208-210.
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Bilingual Students, *Business Education, *Grammar, Individualized Instruction, Instructional Materials, Learning Activities, *Office Occupations Education, Secondary Education, Second Language Instruction, *Spanish, *Spanish Speaking, Tests, *Vocabulary Development
This book is the first in a set of four occupational and business education curriculum guides which were developed for Spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume 1 contains a review of basic Spanish grammar which stresses a strong business vocabulary. Some of the topics covered by the twenty-four units include: the Spanish alphabet; division of words into syllables; capitalization and punctuation; greetings and farewells; names and surnames; definite and indefinite articles; telling time, dates, and cardinal numbers; regular and irregular verbs; direct and indirect objects; grammar terminology; personal pronouns; demonstratives; descriptive and possesive adjectives; affirmative and negative contrasts; comparisons and superlatives; and formal commands. In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM)

0838 ED 190 790
Chacon, Louis, Jr. And Others
Arizona Bilingual Business and Office Education. Book II-Bilingual Business Practice.
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Business and Career Education.
Pub Date—Sep 78
Note—349p.; For related documents see CE 026 207-210.
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Bilingual Students, Budgeting, *Business Communication, *Business Education, Individualized Instruction, *Money Management, *Office Occupations Education, Recordkeeping, Recreation, Secondary Education, Second Language Instruction, *Spanish, *Spanish Speaking, Tests, Transportation, Travel, Vocabulary Development
This book is the second in a set of four occupational and business education curriculum guides which were developed for Spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume 2 is designed to give general information to second-year-level students in high school. The eighteen units included are grouped under seven instructional areas: communications (telephone, mail), travel and transportation, entertainment, and miscellaneous (personal-use information-securing a social security number, a driver's license, recordkeeping, budgeting, etc.). In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM)

0839 ED 190 791
Chacon, Louis, Jr. And Others
Arizona Bilingual and Office Education. Book III-Bilingual Business Practice.
Arizona State Dept. of Education, Phoenix.; Arizona Univ., Tucson. Dept. of Business and Career Education.
Pub Date—Sep 78
Note—338p.; For related documents see CE 026 207-210.
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors—Bilingual Students, *Business Communication, *Business Education, Credit (Finance), Employment Opportunities, Individualized Instruction, Insurance, *Office Occupations Education, Recordkeeping, *Retailing, Secondary Education, Second Language Instruction, *Spanish, *Spanish Speaking, Tests, Vocabulary Development
This book is the third in a set of four occupational and business education curriculum guides which were developed for spanish speaking students with limited English speaking backgrounds and also for foreign language students who desire to reinforce their Spanish language skills. The guides are structured so that the teacher can provide service to students of each category within the same classroom environment. Volume 3 covers the specifics of several business practices which were quickly introduced in the second book. The fourteen units included are grouped under the following instructional areas: written communications, retailing, insurance, credit, employment, and miscellaneous (recordkeeping tasks). In all four guides, the vocabulary is listed on a table for easy reference and should be reviewed prior to working through a unit. Tests and answer keys are also included. (BM)

0840 ED 190 802
Career Education. Approved List of Career Education Essential Material. DS Manual 2800.2. Revised.
Dependents Schools (DOD), Washington, D.C.
Pub Date—Oct 78
Note—16p.; For related documents see CE 026 266, CE 026 268, CE 026 270, and CE 026 272.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, *Career Education, *Educational Resources, Elementary Secondary Education, *Instructional Materials, Learning Modules, Publications, Reference Materials
Identifiers—Dependents Schools, United States
This Department of Defense Dependents Schools (DoDDS) approved listing of essential career education material includes instructional material for grade levels K-12 in four categories: (1) packaged programs, (2) kits, (3) filmstrips, and (4) printed materials. Each category is subdivided by publishers, which are listed in alphabetical order. In addition to the title of each publication, the grade level and copyright date are indicated. (LRA)

0841 ED 190 803
Career Education. Industrial Arts Objectives, Grades 6-12. DS Manual 2890.1 [and] Approved List of Essential Textbooks/Instructional Materials for Industrial Arts, Grades 6-12. DS Manual 2890.2; Revised.
Dependents Schools (DOD), Washington, D.C.
Pub Date—Nov 78
Note—21p.; For related documents see CE 026 265, CE 026 268, CE 026 270, and CE 026 272.
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Educational Objectives, Educational Resources, Elementary Secondary Education, *Industrial Arts, *Instructional Materials, Program Descriptions, Reference Materials, Shop Curriculum, *Textbooks
Identifiers—Dependents Schools, United States
Designed to assist the instructor in presenting curriculum content based upon industry and technology, this manual presents a program description and the instructional objectives for the industrial arts program in the Department of Defense Dependents Schools (DoDDS). Six sections are included in the manual: Industrial Arts Program Objectives, Middle Grades (6-8); Industrial Arts Program Objectives, High School (9-12); Orgnizational Pattern for Industrial Arts in DoDDS; General Industrial Arts Laboratory, Middle Grades (6-8); General Industrial Arts Laboratory, High School Grades (9-12); and Mechanical Drawing Laboratory, High School Grades (9-12). Appended to the manual is a list of approved textbooks/instructional materials for industrial arts, grades 6-12. Materials listed for grades 6-8 are included in three areas: survey of industry, survey of construction, and survey of manufacturing. Materials listed for grades 9-12 are divided into six areas: Materials, process, and products of industry; applications of industrial methods; industrial technology; technical graphics; architectural design; and industrial design. (LRA)

0842 ED 190 804
Career Education. Human Ecology/Home Economics Objectives, Grades 6-12. DS Manual 2850.1 [and] Approved List of Essential Textbooks/Instructional Materials for Human Ecology/Home Economics, Grades 6-12. DS Manual 2850.2; Revised.
Dependents Schools (DOD), Washington, D.C.
Pub Date—Nov 78
Note—51p.; For related documents see CE 026 265-266, CE 026 270, and CE 026 272.
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Career Education, *Educational Objectives, Educational Resources, Elementary Secondary Education, *Home Economics Education, *Instructional Materials, Program Descriptions, Reference Materials, *Textbooks
Identifiers—Dependents Schools, United States
This manual provides program and instructional objectives as guidelines for a human ecology/home economics program in Department of Defense Dependents Schools (DoDDS). Four sections are included in the manual: (1) Human Ecology/Home Economics Program Objectives; (2) Human Ecology/Home Economics, Grades 6-8, Exploratory; (3) Fundamentals Level Instructional Objectives; and (4) Specialization Level Instructional Objectives. Within these areas, instructional objectives are provided for the following programs: child care and development, clothing and textiles, foods and nutrition, housing and home furnishing, social and family relationships, and home nursing. Appended to the manual is an approved list of essential textbooks/instructional materials for human ecology/home economics grades 6-12. References listed for each program area give the title of publication, author, publisher, and copyright date. (LRA)

0843 ED 190 805
Career Education. Cooperative Work Experience/-Work Study Program Objectives for Students Ages 14-20. DS Manual 2880.1 [and] Approved List of Essential Textbooks/Instructional Materials for Cooperative Work Experience Work Study Ages 14-20. DS Manual 2880.2; Revised
Dependents Schools (DOD), Washington, D.C.
Pub Date—Nov 78
Note—13p.; For related documents see CE 026 265-266, CE 026 268, and CE 026 272.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Cooperative Education, *Educational Objectives, Educational Resources, *Instructional Materials, Program Descriptions, Reference Materials, Secondary Education, *Textbooks, *Work Study Programs
Identifiers—Dependents Schools, United States
This manual describes the cooperative work experience program for the Department of Defense Dependents Schools (DoDDS). The first of three sections included in the guide provides a definition and philosophy of the DoDDS cooperative work experience program. The second part of the manual provides a one-paragraph description of the cooperative work experience/work study course. The final portion of the manual provides instructional objectives for the course. Appended to the manual is an approved list of DoDDS essential textbooks/instructional materials for cooperative work experience/work study, ages 14 through 20. For each reference listed the following information is provided: author, publisher, and copyright date. (LRA)

0844 ED 190 806
Business Education Objectives. DS Manual 2865.1 [and] Approved List of Essential Textbooks/Instructional Materials for Business Education, Grades 6-12. DS Manual 2865.2. Revised.
Dependents Schools (DOD), Washington, D.C.
Pub Date—10 Aug 79
Note—151p.; For related documents see CE 026 265-266, CE 026 268, and CE 026 270.
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Business Education, *Career Education, Course Descriptions, Curriculum Guides, *Educational Objectives, Educational Resources, Elementary Secondary Education, *Instructional Materials, Program Descriptions, Reference Materials, *Textbooks
Identifiers—Dependents Schools, United States
This curriculum guide is designed to offer a flexible worldwide business education curriculum for Department of Defense Dependent Schools (DoDDS). The guide begins by describing the four business clusters included in the curriculum: (1) clerical, (2) secretarial/stenographic, (3) information processing, and (4) business administration. These clusters each have a description, suggested sequence of courses in that cluster, and a recommended program for students majoring in the cluster. The remaining bulk of the guide is comprised of individual course descriptions for junior high and high school programs. Courses are listed alphabetically and include course titles such as business careers exploration, advertising, business law, consumer economics, memory typewriter operation, sales, typewriting, and shorthand. Appended to the manual is an approved list of DoDDS essential textbooks/instructional materials for business education, grades 6-12. References are listed for each course at the junior high school and high school level. For each reference listed, the following information is provided: author, publisher, and copyright date. (LRA)

0845 ED 190 870
Nylander, Nikki Ludden, Jinny
Project RAISE. Title IV-C. How-to Manual.
Pima County Schools, Tucson, Ariz.
Note—146p.; Illustrations may not reproduce well.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Adult Education, Behavioral Objectives, Consumer Protection, Course Descriptions, Curriculum Guides, *Daily Living Skills, Employment Potential, Health Education, Homemaking Skills, *Housing, Instructional Materials, Job Search Methods, Learning Activities, *Maintenance, *Moderate Mental Retardation, Money Management, Nutrition Instruction, *Practical Arts, Pretests Posttests, *Young Adults
This manual for parents and teachers provides an appropriate teaching curriculum for use with trainable mentally retarded adults, age eighteen to twenty-one years. It provides first a course outline based on five knowledge areas: health, nutrition, home maintenance, basic consumerism, and job readiness. Other contents include tests, objectives, task sequencing, and knowledge area modules. Pretests, also intended for use as checkups and posttests, are correlated to the knowledge areas. In most cases they are nonverbal and evaluated by a motor activity. The objectives for each area are in a sequential order which directly correlates to the pretest, since pretest scores indicate accomplishment of objectives. A scoring key to the objectives is provided. Task sequencing is given for those areas needing a definite order of events to consistently teach the task. Each of the five knowledge area modules is divided into packets. The format for each packet includes one or all of the following: contents, necessary materials, construction, and teaching instructions. Some required materials are not provided. A bibliography lists these materials and others (with their sources) used in developing and implementing the curriculum. (YLB)

0846 ED 191 058
Keech, Catharine Thomas, Susan
Compendium of Promising Practices in Composition Instruction. Evaluation of the Bay Area Writing Project. Technical Report.
California Univ., Berkeley. School of Education.
Spons Agency—Carnegie Corp. of New York, N.Y.
Pub Date—79
Note—65p.; For related documents see CS 205 779-786
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Assignments, *Curriculum Development, Evaluation Methods, Higher Education, Program Evaluation, Secondary Education, *Teaching Methods, *Writing (Composition), *Writing Exercises, *Writing Instruction, Writing Processes
Identifiers—*Bay Area Writing Project
Prepared as part of the evaluation of the Bay Area Writing Project (BAWP), this report offers descriptions of promising practices in composition instruction. It explains the selection criteria and classification scheme used and describes practices in the following four categories: (1) structuring of writing programs, (2) teaching the elements of writing, (3) teaching the process of composing, and (4) evaluating the writing program. (RL)

0847 ED 191 256
Gradusnik, Anthony Anderson, Helena
Multi-Language School: A Teacher's Guide.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Pub Date—78
Note—31p.; For related documents, see FL 011 028 and FL 011 430.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Classroom Techniques, Elementary Education, *Fles, French, German, *Immersion Programs, *Multicultural Education, Program Design, *Second Language Instruction, *Teacher Orientation
Identifiers—Wisconsin (Milwaukee)
This teacher's guide to the Milwaukee Public Schools' Multi-Language School (foreign language immersion program) begins with a brief general description and rationale of the program. Previous experience with immersion programs at other schools is cited to answer the question, "What effect does a second language 'immersion' program have on children?" A page each is devoted to describing program goals and information about pupil enrollment. Thirty-one specific classroom procedures are suggested to the teacher. Sample classroom routines are offered for the lower, middle, and upper primary levels, and additional specific grade level procedures are suggested. Curriculum resources are briefly outlined. A table is included that indicates the approximate number of minutes weekly that are to be devoted to the second language as compared to English. Staff characteristics and expectations are briefly stated, and a detailed job description for a resource teacher is included. The guide concludes with a short statement on parent and community involvement, a sample informational form, guidelines for evaluation, and recommended professional reading for the teacher. (JB)

0848 ED 191 673
Program of Studies - Mathematics, K-8.
Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
Pub Date—79
Note—38p.; For related document, see SE 031 744.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cooperative Programs, Coordination, *Course Objectives, *Educational Objectives, Elementary Education, *Elementary School Mathematics, Lesson Plans, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Program Descriptions, Units of Study
The mathematics education goals for Montgomery County Public Schools are listed in this public policy statement. The basic skills in mathematics that the school system wants each child to attain are the ability to perform computations, solve common problems of mathematics and logic, and understand the structure of mathematics so it can be a useful tool in daily living. A chart of the possible patterns of study in grades seven through twelve is provided and eighteen levels of mathematics objectives for grades kindergarten through eight are listed. Descriptions of alternative seventh- and eighth-grade courses in mathematics are included at the end of this publication. This document is the first of two booklets describing the entire school system's mathematics program. (MP)

0849 ED 191 674
Program of Studies - Mathematics, Grades 9-12.
Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
Pub Date—79
Note—38p.; For related document, see SE 031 743.
Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cooperative Programs, Coordination, *Course Objectives, *Educational Objectives, Lesson Plans, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Program Descriptions, Secondary Education, *Secondary School Mathematics, Units of Study
The mathematics education goals for Montgomery County Public Schools are listed in this public policy statement. This is the second of two booklets describing the entire school system's mathematics program, and grades nine through twelve are focused upon. The basic skills in mathematics that the school system wants each child to attain are the ability to perform computations, solve common problems of mathematics and logic, and understand the structure of mathematics so it can be a useful tool in daily living. A chart of the possible patterns of study in grades seven through twelve is provided. Descriptions of the high school mathematics program and courses offered are included. (MP)

0850 ED 191 675
Program of Studies-Science, K-8.
Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
Pub Date—79
Note—20p.; For related document, see SE 031 746.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biological Sciences, *Course Objectives, Elementary Education, *Elementary School Science, Junior High Schools, Physical Sciences, Science Course Improvement Projects, *Science Curriculum, Science Education, Science Instruction
Described is the kindergarten through eighth-grade science program of the Montgomery County Public Schools, Rockville, Maryland. This program places emphasis on biological science and physical science. Involved are activities selected from several sources, which emphasize the processes of science, the nature of science, and the substance of science. Emphasis is given to an activity-centered classroom, where the children learn through their own experiences with materials and investigations selected and designed to take advantage of their natural curiosity. The K-8 program is described with a listing of substantive topics, sources of materials and activities, and a short statement encorporating instructional objectives. (DS)

0851 ED 191 676
Program of Studies-Science, 9-12.
Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
Pub Date—79
Note—36p.; For related documents, see SE 031 745. Contains occasional light and broken type.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Course Objectives, *Curriculum Guides, High Schools, *Science Curriculum, Science Education, Science Instruction, Secondary Education, *Secondary School Science
Described is the ninth- through twelfth-grade science program of the Montgomery County Public Schools, Rockville, Maryland. This program provides opportunities for students to experience individual interests and career choices. Two credits in science are taken in grades nine through twelve and generally include laboratory science and biology. Most students elect to take more than one additional science course. The secondary science course electives available to the students include Biology 2, Chemistry 1 and 2, Earth Science, Environmental Science, Horticultural Science, Physical Science 1 and 2, Physics 1 and 2, Laboratory Sciences, Anatomy and Physiology, Applied Science and Aviation Science. Also included is information describing each course and a listing of learning objectives for each course. (DS)

0852 ED 191 689
Kelner, Bernard G. Tobin, Alexander
Key Competencies, Mathematics Education: Elementary Schools (E-MATH).
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—28p.; For related document, see SE 031 774.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Skills, Behavioral Objectives, Cognitive Development, Competence, *Curriculum Guides, Elementary Education, *Elementary School Mathematics, Evaluation, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Mathematics Materials, *Program Descriptions, Student Characteristics, Teacher Effectiveness
The key student competencies of mathematics education for the School District of Philadelphia, grades one through six, are presented. This book is one of two describing the school system's entire mathematics program. The philosophy stated is that mathematics education should prepare students with the mathematics competencies required to function successfully as a citizen, worker, and consumer. Effective living is increasingly dependent on one's proficiency in mathematics. All students can and should learn mathematics from elementary through high school. Descriptions of the key competencies provided at each level are the bulk of this publication. Problem solving is a stated major goal in the program and is reflected in the competencies listed. (MP)

0853 ED 191 690
Kelner, Bernard G. Tobin, Alexander
Key Competencies, Mathematics Education: Secondary Schools (Junior High, J-MATH) and (Senior High, S-GM).
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—40p.; For related document, see SE 031 773.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Basic Skills, Behavioral Objectives, Cognitive Development, Competence, *Curriculum Guides, Evaluation, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, Mathematics Materials, *Program Descriptions, Secondary Education, *Secondary School Mathematics, Student Characteristics, Teacher Effectiveness
The key student competencies of mathematics education for the School District of Philadelphia, grades seven through twelve, are presented. This book is the second of two that describe the school system's entire mathematics program. The philosophy stated is that mathematics education should prepare students with the mathematics competencies required to function successfully as a citizen, worker, and consumer. Effective living is increasingly dependent on one's proficiency in mathematics. All students can and should learn mathematics from elementary through high school. Descriptions of the key competencies provided in each course offered constitute the bulk of this booklet. Problem solving is a stated major goal in the program and is reflected in the competencies listed. (MP)

0854 ED 191 691
Kelner, Bernard G. Hofkin, Fred M.
Key Competencies, Science Education: Elementary Schools (E-Sci).
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—25p.; For related document, see SE 031 776.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavioral Objectives, *Board of Education Policy, Competency Based Education, Elementary Education, *Elementary School Science, *Science Curriculum, Science Education, *Science Instruction
Presented is a list of behavioral objectives which can be used to evaluate mastery of the competency of students in elementary school science. These competencies were prepared by the School District of Philadelphia. The lists are comprehensive and

coded for easy reference. (CS)

0855 ED 191 692
Kelner, Bernard G. Hofkin, Fred M.
Key Competencies, Science Education: Secondary Schools (Junior High, J-G Sci) (Senior High, S-Bio).
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—63p.; For related document, see SE 031 775.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavioral Objectives, Biology, *Board of Education Policy, Competency Based Education, General Science, Junior High Schools, *Science Curriculum, Science Education, *Science Instruction, Secondary Education, *Secondary School Science
Presented is a list of behavioral objectives which can be used to evaluate mastery of the competency of students in junior high school science and senior high school biology. These competencies were prepared by the School District of Philadelphia. The lists are comprehensive and coded for easy reference. (CS)

0856 ED 191 696
Teacher's Guide for Going Metric. Bulletin 1978, No. 4.
Alabama State Dept. of Education, Montgomery. Div. of Instructional Services.
Pub Date—78
Note—38p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Discovery Learning, Elementary Secondary Education, Experiential Learning, Individualized Instruction, Instructional Materials, *Laboratory Procedures, Learning Activities, Mathematical Applications, Mathematical Enrichment, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Mathematics Materials, *Measurement, *Metric System, Resource Materials, *State Curriculum Guides, Student Developed Materials, Teacher Developed Materials, Teaching Methods
Identifiers—International System of Units
This multi-level teacher's guide for the metric system was developed by a committee appointed by the Alabama Metric Education Advisory Council. It forms a core from which a comprehensive program of study and activities may be developed. Information in the guide includes: (1) a measurement overview; (2) goals and objectives of metric instruction, grades K-12; (3) a sequence chart; (4) explanation of the International System of Units; and (5) additional information in the form of materials lists (per grade level). There are also tables, charts, drawings, instructions for class-made items, and strategies for teaching. (MP)

0857 ED 191 743
Schmidt, Joan S. And Others
Conservation Activities Related to Energy: Energy Activities for Urban Elementary Students, K-6.
Beaver Coll., Glenside, Pa.; Office of Education (DHEW), Washington, D.C. Teacher Corps.; Philadelphia School District, Pa.
Spons Agency—Department of Energy, Washington, D.C. Office of Education, Business and Labor Affairs.
Pub Date—80
Grant—DE-FG05-80IR10958
Note—161p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Class Activities, *Curriculum Development, Decision Making, Elementary Education, *Energy, *Energy Conservation, Fuel Consumption, Home Economics, Interdisciplinary Approach, Natural Resources, Public Policy, *Science Education, *Urban Education
Identifiers—*Energy Education
Presented are simple activities, experiments, and demonstrations relating to energy conservation in the home. Activities are divided into four areas: (1) kitchen, (2) house, (3) transportation, and (4) heating and cooling. The material has been designed to require a minimum of preparation. Activity and game masters are provided. Activities may be adapted to meet individual skill levels of students. Theory is presented to lead logically to practical applications. (Author/RE)

0858 ED 191 783
American and Polish Culture: A Guide to the Resource Materials Collection.
Grand Rapids Public Schools, Mich.
Spons Agency—Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date—79
Note—171p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—Adult Education, Annotated Bibliographies, Audiovisual Aids, Community Education, *Cultural Background, Educational Resources, Elementary Secondary Education, *Ethnic Studies, Filmstrips, Information Sources, *Polish Americans, Postsecondary Education, Resource Materials, Slides
Identifiers—Ethnic Heritage Studies Program
This guide describes resource materials which are intended for use by elementary and secondary classroom teachers and by community groups as they develop and implement educational programs on Polish/American culture. The major objectives are to enhance Americans' understanding of Poland and to highlight cultural contributions of Americans of Polish descent. Materials are presented in three main categories. Part I presents annotations of print materials arranged alphabetically by author in 10 subject areas: art and culture, biography, education, film and television, general information, Polish history, language, Polish-American cultural organizations, literature, and sports. Entries include author, title, publisher, and date of publication. Part II lists approximately 300 materials relating to Poland's geography, people, political system, social policy, political organizations, education, art, economy, scientific research, language, foreign policy, and America's Polish heritage. In this section, entries include author, title, publisher, date of publication, and relevant page numbers. Part III focuses on non print materials including maps and prints, posters, postcards, stamps, filmstrips, recordings, and slides. Information given for each entry includes size of exhibit, viewing or listening time, translation of Polish words into English, teaching instructions, and where necessary, background material and objectives. The guide concludes with an appendix containing information on ordering all print and nonprint materials and suggesting additional supplementary materials and resource organizations. (DB)

0859 ED 191 849
Spanjer, Allan Johnson, Regina
Writing Needs of Big City School Teachers.
Note—17p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Curriculum Development, Elementary Secondary Education, *Instructional Improvement, Parent Participation, Staff Development, Student Evaluation, *Teacher Attitudes, *Teacher Education, *Teacher Effectiveness, Textbook Content, *Writing (Composition), *Writing Instruction
Teachers need to improve certain teaching and writing competencies if they are to improve student writing competencies. Teachers from the Atlanta school district were surveyed to determine their opinions for improving writing instruction. Survey results indicate that teacher education programs can be improved by: (1) making information on writing processes and teaching methods more accessible to teachers; (2) teaching of writing instruction to all teachers; (3) revising language arts textbooks to stress composition rather than mechanics; (4) involving parents and community in school writing programs; and (5) intensifying research on the processes of writing. (CJ)

0860 ED 191 883
Data Resource Book 1979-1980. District of Columbia Public Schools.
District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.
Pub Date—Feb 80
Note—34p.
Pub Type— Reference Materials - Directories/-Catalogs (132) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Continuing Education, Educational Administration, Elementary Secondary Education, Enrollment, Federal Aid, Personnel Data, Private Schools, *School Demography, *School Districts, School District Spending, School Personnel, *School Statistics, Special Education, Testing Programs
Identifiers—*District of Columbia Public Schools
This eighth annual edition of the Data Resource Book for the school year 1979-1980 was designed as a readily available source of information for school staff and community use. It provides the latest facts and figures about the District of Columbia public school system. Information covered by the Data Resource Book includes: (1) school board and regional offices–members, office locations; (2) students–race, region, educational level, public/nonpublic school attendance, special education, citywide testing, food services, academic calendar; and (3) administration–budget, grants, staffing, salary schedule, number of schools and instructional programs. (Author/GK)

0861 ED 191 931
Fleming, Margaret, Ed.
School Closing Policy Report.
Cleveland Public Schools, Ohio.
Pub Date—16 Jan 80
Note—34p.; Prepared by Department of Desegregation Implementation. Attachment A has been deleted due to reproducibility factors.
Pub Type— Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Board of Education Policy, Declining Enrollment, Elementary Secondary Education, *School Closing, School Desegregation, School Funds, Urban Problems, *Urban Schools
Identifiers—*Ohio (Cleveland)
The issue of school closure has demanded the attention of most school districts serving large urban populations. Factors such as court mandates for desegregation, urban flight, diminishing financial resources, souring operational costs, and declining enrollments have added a mixture of unprecedented circumstances to the issue. The Cleveland School District, faced with many of these problems, needed to develop a school closing policy which effectively deals with them. The purpose of this report was to provide a better understanding of the developed school closing policy, actions, and future plans of the school district. The report focused upon four areas: (1) a literature search which revealed criteria used to determine previous school closings in urban school districts, (2) past actions of the Cleveland School District dealing with school closings, (3) the impact of desegregation on school closings, and (4) recommendations to help establish policy for the future. (Author/MK)

0862 ED 191 979
Goldman, Marshall A.
A Functional Analysis of the 1979-1980 New York City Board of Education Budget.
New York City Board of Education, Brooklyn, N.Y.
Pub Date—Jun 80
Note—49p.; For related documents see ED 181 158 and UD 020 770.
Pub Type— Numerical/Quantitative Data (110) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Boards of Education, *Budgets, *Cost Effectiveness, *Educational Finance, Elementary Secondary Education, *School District Spending, Urban Schools
Identifiers—*New York (New York)
This report presents a concise picture of the fiscal year 1979-1980 New York City Board of Education budget. Section I overviews the budget, defines and discusses important terms, and presents a framework for examining the budget. A more detailed

analysis of the total expenditures for public school pupils, direct instructional programs, and city and districtwide administration is the focus of attention in Sections II, III, and IV. The composition of the budget, functional areas, and cost components are detailed in Appendices A and B. Appendix C includes cautionary notes and exhibits to facilitate comparison of the functional analyses of the 1979-1980 and the 1978-1979 budgets. (Author/MK)

0863 ED 192 122

Wyatt, Spencer And Others

In-Service Staff Development/A Basic Content Reading Curricula for ABE Teaching Personnel.

Weber County School District, Ogden, Utah.

Spons Agency—Utah State Board of Education, Salt Lake City.

Pub Date—Jun 80

Contract—00579

Note—464p.; Original pages 489-92 were removed because of confidential information.

Available from—Weber County School District, Division of Adult Education, 1100 Washington Blvd., Ogden, UT 84404 ($15.00)

Pub Type— Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Adult Basic Education, Adult Education, Adult Educators, *Content Area Reading, Critical Reading, Faculty Development, Formative Evaluation, High School Equivalency Programs, *Inservice Teacher Education, Reading Comprehension, *Reading Skills, Skill Development, Study Skills, *Teacher Improvement, *Teaching Methods, Vocabulary Skills, Word Recognition, Workshops

Identifiers—*Recession

The purpose of a project was to improve, through an inservice staff development program, the teaching of content reading skills in adult basic education and adult high school completion classes. The program provided methods and materials in five reading skill areas: (1) word identification, (2) vocabulary, (3) comprehension, (4) critical and interpretative reading, and (5) reading study skills, especially as these skills are applied to functional content areas. The project used texts and media currently available in classrooms. There were fifteen two-hour sessions devoted to the development of functional reading skills through the use of modeling, discussion, simulation, application, and replication by participants under the direction of the workshop consultants. A formative evaluation was conducted. It included an evaluation of the biweekly class, an evaluation of the individual participant's competency to teach functional reading skills to students, and each participant's evaluation of classroom materials he or she developed, along with the results of their application. (Narrative sections of the report cover less than fifty pages. The course outline and all the materials used in the workshop instruction comprise the remainder of this report. Source and availability of material used is also cited.) (Author/YLB)

0864 ED 192 163

Topougis, Nicholas J.

Labor and Career Education: Ideas for Action. Handbook of Ideas for Involving and Integrating Labor in Career Education.

Akron Public Schools, Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date—[80]

Contract—300-78-0275

Note—193p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402

Pub Type— Guides - Non-Classroom (055)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—Career Development, *Career Education, *Curriculum Development, *Educational Cooperation, Education Work Relationship, Elementary Secondary Education, Guidelines, *Inservice Teacher Education, Integrated Curriculum, *Labor, Labor Demands, Labor Economics, Program Development, Program Implementation, Resource Centers, School Business Relationship, *School Community Relationship, Unions, Units of Study

Identifiers—Ohio

This handbook provides specific examples of activities and procedures of labor-education collaboration within the context of the career education program. It is intended to help interested communities develop or expand labor's active involvement in the educational process. After an introduction, a section lists a number of concerns shared by organized labor and education. Other brief sections focus on career education as a vehicle for establishing communication with labor, Ohio's career development program, and labor-career education in Akron. Three sections concerning labor resources in education review the general structure and function of the various labor unions found in the community and identify areas of expertise and interests. In the next section guidelines for planning and implementing inservice labor-education programs for educators are provided. Following a section providing direction for developing integrated curriculum units on organized labor, secondary-level labor-education instructional units with sample lessons and objectives are provided. The next section gives examples of additional ways in which labor education can be incorporated into other areas of the school curriculum. A final section provides direction for developing a labor-education multimedia resource center and describes the minimum materials which should be available. A bibliography is provided. (YLB)

0865 ED 192 183

Martinolich, Marla

A National Perspective on Alienation, Involvement, and Victimization in Schools.

Pub Date—Sep 79

Note—7p.; Paper presented at the Annual Convention of the American Psychological Association (87th, New York, NY, September 1-5, 1979).

Pub Type— Information Analyses (070) — Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Crime, *Discipline, Elementary Secondary Education, *Fear, National Surveys, State of the Art Reviews, *Student Alienation, Student Behavior, Students, *Victims of Crime, *Violence

Identifiers—*Safe School Study

In response to a federal mandate, the National Institute of Education conducted the Safe School Study which examined victimization by violence in schools as a major dependent variable, and included alienation and involvement measures among the independent variables as well as demographic, attitudinal, school, familial, and community characteristics. The data indicated that the proportion of junior high school students reporting attacks was about twice as great as that of senior high students. The risk of serious attack was greatest in urban areas. Those students who were fearful of attack, or who had been recently attacked reported staying home from school or avoiding school areas such as restrooms and certain sites within the school grounds. Fear was much more common in junior than senior high schools. Overall, the findings suggest a need to humanize the nation's schools by providing: (1) more personalized contact among students, teachers, and administrators; (2) smaller classes; (3) more collaborative decision-making procedures; (4) firm, fair, and consistent discipline; and (5) restructure of the grade composition of schools. (Author/HLN)

0866 ED 192 186

DECIDE: Developing Elementary Curriculum for Interdisciplinary Drug Education. A Resource Guide for Teachers. Bulletin No. 5, 1978.

Alabama State Dept. of Education, Montgomery.

Pub Date—78

Note—178p.; For related document see CG 014 639.

Available from—Drug Education Unit, 771 South Lawrence Street, Montgomery, AL 36104

Pub Type— Guides - General (050)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors—*Curriculum Enrichment, *Drug Education, Drug Use, Elementary Education, Elementary School Teachers, Hygiene, *Instructional Materials, *Interdisciplinary Approach, *Learning Activities, *Program Development, Resource Materials, Teaching Guides

Identifiers—*Alabama

This guide is designed to assist elementary school teachers in developing sequential drug education activities for infusion into the general curriculum, particularly in the communicative arts areas. The scope of the materials encompasses health habits, drug use and abuse, drug laws, and treatment-/rehabilitation in specific sections entitled "Health and Safety," "Science," and "Social Studies." Each section, delineated by grade level, is organized according to objective, content and learning activities. Narratives, bibliographies, sample student forms, and reviews of audiovisual aids are also included. (HLM)

0867 ED 192 187

DECIDE: Developing Extensive Curriculum for Interdisciplinary Drug Education. A Resource Guide for Secondary Teachers. Bulletin No. 6, 1979.

Alabama State Dept. of Education, Montgomery.

Pub Date—79

Note—240p.; For related document see CG 014 638.

Available from—Drug Education Unit, 771 South Lawrence Street, Montgomery, AL 36104

Pub Type— Guides - General (050)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors—*Curriculum Enrichment, *Drug Education, Drug Use, Hygiene, *Instructional Materials, *Interdisciplinary Approach, *Learning Activities, *Program Development, Resource Materials, Secondary Education, Secondary School Teachers, State Departments of Education, Teaching Guides

Identifiers—*Alabama

This guide is designed to assist secondary school teachers in developing sequential drug education activities for infusion into the general curriculum, particularly in the communicative arts areas. The scope of the materials encompasses health habits, drug use and abuse, drug laws, and the pharmacology of drugs in specific sections by subject matter. Each section, delineated by grade level, is organized according to objective, content, and learning activities. The narrative provides accurate, current information on the history of drug use/abuse, pharmacology of drugs, social/psychological implications of drug use and drug treatment-/rehabilitation. Sections on affective education to assist students in choosing alternatives to drugs, a list of state-wide drug education resource centers and materials, and reviews of drug education audiovisual aids are also provided. (Author/HLM)

0868 ED 192 314

Program of Studies: English Language Arts, K-8.

Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.

Pub Date—79

Note—16p.; For related document see CS 205 829.

Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aesthetic Education, Basic Skills, *Behavioral Objectives, *Educational Objectives, Elementary Education, *Language Arts, Program Descriptions

A district-wide language arts program for kindergarten through grade eight that emphasizes aesthetic expression in addition to a basic skills component is described in this booklet. The booklet also presents a statement of the goals of the school district's board of education, a list of overall program goals, and information on general program applications, such as the use of language arts and reading labs, electives for grades seven and eight, a developmental composition program, and the development of film viewing skills. The major portion of the booklet describes the specific language arts programs for kindergarten through grade two, grades three and four, and grades five and six; ungraded English for speakers of other languages; and English for grade seven and for grade eight. Each program description includes a list of specific behavioral objectives. (AEA)

0869 ED 192 315
Program of Studies: English Language Arts, Grades 9-12.
Montgomery County Public Schools, Rockville, Md. Dept. of Instructional Planning and Development.
Pub Date—79
Note—32p.; For related document see CS 205 828.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aesthetic Education, Basic Skills, *Behavioral Objectives, *Course Content, Course Descriptions, *Course Objectives, Curriculum Guides, Government School Relationship, Graduation Requirements, *Language Arts, Program Descriptions, Secondary Education
A district-wide language arts program for grades 9 through 12 that emphasizes aesthetic expression in addition to a basic skills component is described in this booklet. A foreword discusses at length the curriculum guide on which the program is based and outlines the potential for the guide's use and modification, the relationship of the state and federal government to the curriculum, recommended time allocations and graduation requirements, and availability of the recommended instructional materials. The booklet also presents a statement of the goals of the school district's board of education, a list of overall program goals, and information on general program applications such as school literary magazines, basic writing proficiency examinations, and the development of film viewing skills. The major portion of the booklet describes specific English, speech, and journalism courses for grades 9 through 12 and an ungraded English course for speakers of other languages. (AEA)

0870 ED 192 350
Knowles, Marvin J. H., Ed. Murphy, Lila B., Ed.
Writing is Witty, Responsive, Interesting, Timely, Impressive, Necessary, Graphic: Grades K-6.
Saint Louis Public Schools, Mo.
Pub Date—79
Note—148p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—Elementary Education, *Learning Activities, Teaching Guides, *Writing Instruction, *Writing Processes, *Writing Skills
This guide contains activities for use in helping elementary school pupils increase the quality and quantity of their written expression. The first section of the book contains prewriting, writing, and postwriting activities designed to develop specific skills. The remaining eight sections offer prewriting, writing, and postwriting activities for writing (1) directions, (2) descriptions, (3) stories, (4) letters, (5) reports, (6) poetry, (7) journals, and (8) business-related materials. Appendixes contain a list of resource materials; suggestions for using films, filmstrips, and slides in writing instruction; and a list of recommended films and filmstrips. (FL)

0871 ED 192 441
Stefonek, Tom
Cutback Management in Public Organizations. Information Series Volume 7, Number 3.
Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.
Report No.—WSDPI-Bull-0447
Pub Date—Aug 79
Note—36p.
Pub Type— Information Analyses (070) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—City Government, Costs, *Declining Enrollment, Elementary Secondary Education, *Financial Problems, Higher Education, Literature Reviews, Planning, *Public Agencies, Reduction in Force, *Retrenchment, *School Closing, School District Spending
Identifiers—Wisconsin
In this paper a review of the Wisconsin declining enrollment trend is presented and implications are noted for Wisconsin districts involved in school closing efforts. The author suggests that districts can best meet the challenge of declining enrollment by considering local enrollment projections, taking a facilities and program inventory, figuring future facilities needs, and ensuring public and community involvement. A review of recent literature related to "cutback management" is presented to help local school personnel better understand how public organizations function and react to diminishing resources and diminishing client groups. The work reviewed and summarized includes the following: Charles H. Levine on the causes and results of public sector funding reductions, Andrew Glasberg on New York's and other cities' municipal budget decreases, Robert Behn on the policies and practices associated with the closing of government facilities, Garry Brewer on the considerations related to program termination, Richard Cyert on organizational stagnation or decline at the university level, and Edgar Kelley on the reduction in force (RIF) process. (Author/JM)

0872 ED 192 464
McDonnell, Lorraine M. McLaughlin, Milbrey W.
Program Consolidation and the State Role in ESEA Title IV.
Rand Corp., Santa Monica, Calif.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Report No.—Rand-R-2531-HEW
Pub Date—Apr 80
Contract—300-76-0311; 300-77-0515
Note—133p.
Pub Type— Reports - Evaluative (142) — Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Advisory Committees, *Cooperative Programs, *Coordination, Federal Programs, *Federal State Relationship, Financial Support, Government Role, *Government School Relationship, Program Administration, Program Descriptions, State Agencies, Surveys
Identifiers—*Elementary Secondary Education Act Title IV
Title IV represents the first consolidation of federal education programs. It funds a wide range of items, from school library acquisitions to innovative projects on art education and teenage pregnancy. The major objectives of this study were to describe how the Title IV program operates in states and local school districts; to assess Title IV as an example of a consolidated program strategy; and to use Title IV as a basis for understanding the role of the states in implementing federal education policy. Data sources include a survey of Title IV program officials and state advisory council members in 50 states, surveys of public and nonpublic school officials in about 600 local districts, and fieldwork in eight state departments of education and 24 school districts. The study supports the following general conclusions about Title IV: (1) Title IV is a popular, well-run program that is praised for its flexibility and ease of administration. (2) Title IV did not result in consolidated management of former categorical programs. (3) States and local school districts vary in the substance, management, and quality of Title IV-B and Title IV-C activities. (4) Small IV-B and IV-C grants can induce substantial improvement in local practices. (5) Title IV participation of eligible nonpublic school students is uneven. (Author/JM)

0873 ED 192 473
Puncella, John R. And Others
Gifted Science Project In-Service Manual. Second Tryout Edition.
Montgomery County Public Schools, Rockville, Md.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date—Sep 79
Note—90p.
Pub Type— Reports - Descriptive (141) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—County School Districts, Elementary Secondary Education, *Gifted, *Information Dissemination, Program Descriptions, *Resource Materials, *Science Course Improvement Projects, *Science Education
Identifiers—*Gifted Science Project Resource File, *Maryland (Montgomery County)
The manual explains the use of the Gifted Science Project Resource File. The file is designed to identify science resources for third through eighth grade gifted students and their teachers. The resources are matched with the objectives of the Montgomery County (MD) schools "Program of Studies." Sections outline the project calendar, list the participating schools, describe the format of the resource file, and outline steps in the use of the file (such as selection of students and student science interest). Examples illustrate how to select a resource and arrange for its use by a student. Samples of the evaluation reports and project letters are appended. (PHR)

0874 ED 192 558
Benson, Douglas K.
A Select Bibliography of Sources on the Teaching of Hispanic Culture.
Pub Date—79
Note—30p.
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Annotated Bibliographies, Class Activities, Cross Cultural Studies, Cultural Awareness, *Cultural Education, Higher Education, Instructional Materials, *Latin American Culture, Secondary Education, *Second Language Instruction, Spanish, *Spanish Culture
The bibliography consists of three parts: (1) an introduction, with a rationale for teaching Hispanic culture in Spanish language courses; (2) a description of one model for organization and implementation of cultural materials; and (3) the bibliography itself. Suggestions are also made on how to use film material in a conscious sequence, and how to relate films to reference materials. The materials described are intended for use at the freshman/sophomore level of college language study, but most are appropriate for high school and junior high language courses as well. A distinction is made between references useful only for the teacher or for advanced students, references which would be valuable for general classroom activities as well as for the instructor, and essential references. The references on Hispanic cultures focus on values, perceptions, nonverbal meanings and customs. (Author/AMH)

0875 ED 192 856
Eagle, Norman
Attrition and Student Progress at Bronx Community College for Entering Classes: Fall 1972 to Fall 1976 (Progress to Fall 1978).
Bronx Community Coll., N.Y.
Report No.—BCC-2-79
Pub Date—May 79
Note—134p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Academic Achievement, *Academic Persistence, College Transfer Students, Community Colleges, Dropouts, *Enrollment Trends, Grades (Scholastic), *Graduation, Longitudinal Studies, Majors (Students), *Student Attrition, Two Year Colleges, *Two Year College Students
Data tables summarize the semester-by-semester persistence of each class of regularly matriculated students entering Bronx Community College (BCC) between Fall 1972 and Fall 1976 in terms of graduation and retention rates. For each entering class, the tables provide progress analyses up to Fall 1978 by curriculum group and high school grade average. Grade distributions at the end of Fall 1978 are also examined. Selected findings show a declining retention rate in the third and fourth semesters, indicating that approximately 66% of all entering students drop out, transfer, or temporarily discontinue enrollment by the beginning of the fifth semester after initial enrollment. Only business administration and nursing programs showed above average retention rates, while engineering technology showed a lower than average rate. Other findings indicate that, after the sixth semester, graduation rates stabilize for all programs at approximately 5% to 6% per semester. Students with high school averages of 75% or above were twice as likely to graduate by the end of 12 semesters as students with averages below 70%. The proportions of passing grades earned at BCC varied from program to program, ranging from 43% in mathematics and 46% in business to 81% in psychology and 86% in in education. The report includes a discussion of study highlights and limitations. (JP)

0876 ED 192 857
Eagle, Norman
The Academic and Remedial Placement Profile of Students Entering B.C.C. in September 1980, by Curriculum Group.
Bronx Community Coll., N.Y.
Report No.—BCC-1-80
Pub Date—Oct 80
Note—30p.
Pub Type— Reports - Research (143) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Academic Achievement, Academic Standards, *Community Colleges, Enrollment Trends, Grade Point Average, Open Enrollment, Remedial Mathematics, *Remedial Programs, Remedial Reading, *Student Placement, Two Year Colleges, *Two Year College Students
The class entering Bronx Community College in September 1980 is described in this report in terms of high school averages (general, English, and mathematics); placement into remedial or pre-college level English, reading, and mathematics courses; and subsequent enrollment in these courses. The data, compared on a series of tables with findings from similar studies conducted annually since 1972, indicate that while 62% of the entering students were placed in remedial English or reading courses, 70% of the students actually enrolled in the courses. Conversely, while 71% of the students were placed in remedial mathematics courses, only 55% of the students actually enrolled in the classes. Of the 1,283 known high school averages, 31% fell below .70 and 14% fell below .65. Since the discontinuation of open admissions policies and the implementation of progress standards in 1976-77, the proportion of severely underprepared students (those with a high school average below .70) declined significantly in English and general academic achievement, but not in the areas of mathematics and foreign languages. The number of students taking college-level courses, rather than required remedial courses, increased steadily from 1977 to 1980. Each of the data tables contained in the study report provide a breakdown by 14 curricular areas. (JP)

0877 ED 192 874
Perney, Lawrence And Others
Cooperative Inquiry: A Teacher-Based Approach to Upgrading Skills for Urban Kindergarten Children.
Spons Agency—Martha Holden Jennings Foundation, Cleveland, Ohio.
Pub Date—Jun 75
Note—74p.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Curriculum Development, Education, Responsibility, *Group Discussion, *Inservice Teacher Education, Instructional Improvement, Kindergarten Children, *Preschool Teachers, Primary Education, *Program Effectiveness, Program Evaluation, *Teacher Improvement, Teacher Response, Urban Education
Identifiers—*Cleveland Public Schools OH
This monograph describes a year-long, retraining program for East Cleveland kindergarten teachers that was based on teacher involvement in group discussions and curriculum improvement activities. The program was developed in order to provide, with no additional funds, an education to inner-city children that compared favorably with the education received by suburban children. Theories and studies relevant to early childhood learning are reviewed in Chapter One in order to emphasize the importance of early educational intervention in children's formative years. Background information, and demographic and school achievement data that represent East Cleveland as a typical urban school system are provided in Chapter Two. Chapter Three describes how teacher retraining was accomplished through group discussions and curriculum design activities. Positive outcomes of the group discussions for teaching practice, such as improved self-esteem among teachers, are indicated. Chapter Four reports project evaluation efforts and data. Among the results it was revealed that the number of students who failed to achieve the minimum level for school readiness was greatly reduced and the performance levels of the inner-city, predominately black children substantially increased. In conclusion, Chapter Five briefly places the program in the broader perspective of educational problems that remain unsolved and emphasizes the potential of teachers for improving student outcomes. (Author/RH)

0878 ED 192 956
A Guide for Evaluating and Selecting Multicultural Instructional Materials.
Illinois State Board of Education, Springfield.
Pub Date—[74]
Note—30p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Cultural Pluralism, Elementary Secondary Education, *Ethnic Bias, Evaluation Criteria, *Evaluation Methods, Guidelines, *Instructional Materials, *Media Selection, *Multicultural Education, *Racial Bias, State Legislation, Stereotypes, Textbook Selection
Identifiers—Cultural Contributions, *Illinois
Designed for both school and community personnel, this guide provides assistance in the evaluation and selection of ethnically valid instructional materials which reflect the role and contributions of the diverse racial and ethnic groups in American society. There is a list of 10 criteria for the selection of instructional materials and a statement of the major considerations involved in choosing textbooks that are racially unbiased. The principal method of evaluation described consists of a series of questions with examples which teachers, educators, publishers, or parents can use to examine the content of either individual passages or an entire text for ethnic or racial bias. The questions focus on omissions, stereotypes, distortions, impositions of standards, contributions, and derogatory language. The guide also suggests a method for correcting unacceptable passages. Finally, there are content analysis questions to be applied to the work as a whole. The appendixes include names and addresses of the Illinois regional advisory committees, names and addresses of textbook publishers, and a plan for the effective use of these guidelines. (CM)

0879 ED 192 986
Establishing Equity in Language & Illustrations. Revised.
Texas Education Agency, Austin.
Report No.—GEO-402-07
Pub Date—80
Note—29p.; For related document, see ED 176 914.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Audiovisual Aids, *Disabilities, Elementary Secondary Education, *Ethnic Stereotypes, Females, *Guidelines, *Illustrations, Instructional Materials, Labeling (of Persons), *Language Usage, Males, Mexican Americans, Minority Groups, Nondiscriminatory Education, *Sex Stereotypes
Identifiers—Job Titles
Designed to help educators improve equity in language and illustrations in their teaching materials, the guidelines in this booklet focus on equality toward men and women, racial and ethnic minority group members, and handicapped persons. The narrative portions of each section are enhanced by specific examples to use ("The average school principal works closely with teachers") and to avoid ("The average school principal works closely with his teachers"). In addition, ideas are delineated on how to apply the guidelines. The section on nonsexist treatment of men and women includes two subtopics, language (the generic "he", occupational titles, parallel language, and letterwriting) and sex roles and traits (emotional traits of women/girls and men/boys, family patterns, occupational roles, role models, parenting roles, historical references, and physical appearances). The section on minority groups contains discussions on language and roles/traits of minorities. The section on representation of handicapped persons suggests that in developing education materials, one might ask, "Are stereotypes, such as portraying the blind as helpless, avoided?" The section on avoiding stereotypes in graphics and audiovisuals deals with a numerical balance of the sexes, sex stereotypes, physical types and handicaps, and racial or minority stereotypes. (AN)

0880 ED 193 047
Ayer, Robert And Others
Exploitation or Conservation: Today's Choices for Tomorrow. A Guide to Activities and Strategies in Environmental Education, Grades 9-12.
Alachua County Schools, Gainesville, Fla.
Spons Agency—Florida State Dept. of Education, Tallahassee. Office of Environment Education.
Pub Date—Aug 77
Note—244p.; Contains occasional light and broken type.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—*Biology, *Environmental Education, Interdisciplinary Approach, *Natural Resources, Physical Sciences, *Pollution, Resource Units, Science Instruction, Secondary Education, Secondary School Science, *Social Studies
Identifiers—Environmental Problems, Environmental Quality
Presented in this guide are classroom and outdoor lessons intended to assist high school teachers in implementing environmental education objectives. Provided for each objective are background information, up to 15 related activities, and teacher questions designed to facilitate students' investigations. Among the learning strategies used are role-playing, field studies, library research, and interviews of local residents. Emphasis is upon data collection and discussion by students. The student's role in natural and social environments is stressed in most activities. (Author/WB)

0881 ED 193 109
Key Competencies: Social Studies, Elementary School.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—26p.; For related documents, see SO 012 814-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Behavioral Objectives, *Citizenship Education, *Competency Based Education, Course Objectives, Critical Thinking, Cultural Awareness, Decision Making, Economic Factors, *Educational Objectives, Elementary Education, Environment, *Global Approach, Government (Administrative Body), Learning Activities, Minimum Competencies, Political Attitudes, Relevance (Education), Self Concept, Sequential Learning, Skill Development, *Social Studies
This booklet outlines specific competencies for social studies education in grades one through six in the Philadelphia school system. The focus of social studies education is seen to be the transmission of knowledge and inculcation of skills and attitudes essential for good citizenship in an interdependent world. Five important areas which contribute to good citizenship are self-realization, governing, producing and consuming, utilizing environments, and critical thinking and decision making. These areas form the basis for the competencies listed for each of six grade levels. For each grade level at least 10 competencies are listed. Each competency is followed by at least one behavioral objective which can be used to evaluate mastery of the competency. For example, a key competency for grade three is, "Students will show awareness of the neighborhood as a geographic entity." A behavioral objective for this is "Identify or draw a map of the neighborhood." Other key competencies include understanding that people have feelings and emotions (grade one), recognizing the importance of city services (grade two), appreciating ethnic and cultural diversity (grade four), and understanding the importance of political and geographic boundaries (grade six). Some of the behavioral objectives involve activities related to the city of Philadelphia. (AV)

0882 ED 193 110
Key Competencies: Social Studies, Secondary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—58p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Behavioral Objectives, City Government, *Competency Based Education, Course Objectives, Critical Thinking, Decision Making, Economics, *Educational Objectives, Federal Government, Geography, Learning Activities, Minimum Competencies, Political Science, Secondary Education, Sequential Learning, Skill Development, *Social Sciences, *Social Studies, Sociology, State Government, State History, United States History, World History
Specific competencies are outlined for social studies education in grades seven through 12 in the Philadelphia school system. The focus of social studies education is seen to be the transmission of knowledge and inculcation of skills and attitudes essential for good citizenship in an interdependent world. Five areas which contribute to good citizenship are self-realization, governing, producing and consuming, utilizing environments, and critical thinking and decision making. These areas form the basis for competencies listed for eight courses in the secondary social studies program. The courses are geography (grade seven), Pennsylvania and American history and government (grade eight), world history (grade nine), American history (grades 10 or 11), political science (grade 12), economics (grade 12), sociology (grade 12), and Philadelphia government (grades 10 through 12). For each course, between four and 13 competencies are identified. Each competency is followed by numerous behavioral objectives which can be used to evaluate mastery of the competency. For example, a competency in American history is, "Students will understand some of the political and social problems America faced between 1870-1920." A related behavioral objective is to identify some of the reasons for the great upsurge in immigration during that period. (AV)

0883 ED 193 111
Key Competencies: African and Afro-American Studies, Elementary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—17p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*African Culture, Behavioral Objectives, Black Culture, Black History, Blacks, *Black Studies, *Competency Based Education, Course Objectives, Cultural Awareness, *Cultural Background, Cultural Images, *Educational Objectives, Elementary Education, Human Dignity, Individual Differences, Learning Activities, Minimum Competencies, Racial Discrimination, Self Concept, Sequential Learning, United States History
Identifiers—Africa
Outlined in this booklet are key competencies for African and Afro-American studies courses in kindergarten through grade six in the Philadelphia school system. Afro-American studies are viewed as (1) developing students' ability to gain insights and destroy stereotypes and (2) providing a frame of reference for understanding the forces which have shaped social problems based on race and color. For each grade level, between two and eight competencies are identified. Each competency is followed by numerous behavioral objectives by which mastery of the competency can be evaluated. For example, one fifth grade competency is that students will learn a definition of cultural heritage and the concept of tradition. One behavioral objective for this competency is identification of five characteristics of African cultural heritage brought to America by African people. Progressing from kindergarten through grade six, the competencies emphasize understanding differences among all living things, self-acceptance, concepts of family and community, geography of Africa, black history in Philadelphia, racism and the civil rights movement, and African influences on Western culture. (AV)

0884 ED 193 112
Key Competencies: African and Afro-American Studies, Secondary Education.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—21p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*African Culture, Behavioral Objectives, Black Culture, *Black History, Blacks, *Black Studies, *Competency Based Education, Course Objectives, Cultural Awareness, Cultural Background, Cultural Images, *Educational Objectives, Learning Activities, Minimum Competencies, Modern History, Racial Discrimination, Secondary Education, Sequential Learning, Social Problems, World History
Identifiers—Africa
This booklet identifies major competencies for African and Afro-American studies courses in grades seven through 12 in the Philadelphia school system. Afro-American studies are viewed as (1) developing students' ability to gain insights and destroy stereotypes and (2) providing a frame of reference for understanding the forces which have shaped social problems based on race and color. Between two and five major competencies are outlined for each grade level. Each competency is followed by up to 15 behavioral objectives or learning activities by which mastery can be evaluated. The competencies include knowledge of modern and traditional African history; colonialism and slavery; contributions of Black people to science, music, art, education, and government; significant Black leaders of the 20th century; major cultural influences of African peoples to world history; important Supreme Court decisions which have affected Black people in America; and the impact of racism in American society. (AV)

0885 ED 193 113
Key Competencies: Art Education, Elementary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—27p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aesthetic Education, Art Activities, *Art Appreciation, *Art Education, Art History, Art Materials, Behavioral Objectives, *Competency Based Education, Course Objectives, Creative Art, *Educational Objectives, Elementary Education, Interdisciplinary Approach, Learning Activities, Minimum Competencies, Sequential Learning, Skill Development, Visual Arts
This booklet outlines key competencies for art education in kindergarten through grade six in the Philadelphia school system. The goal of art education is to provide an understanding of elements and principles of composition and design such as color, line, shape, mass, and texture. Art education should involve students in creating, analyzing, and evaluating works of art in terms of art history and the contributions of various cultural groups. Art education activities are stressed as an interdisciplinary experience. The competencies listed in this document are specific to each grade level: grades one through six have 10 competencies each, and kindergarten has one. Each competency is followed by numerous behavioral objectives, or activities by which mastery can be evaluated. For example, a fourth grade competency is that students will explore the realms of fantasy and imagination in art. A related behavioral objective is to contrast the two painting styles of surrealism and realism. Other competencies include becoming familiar with art material (kindergarten); creating forms that are recognizable, sturdy, and attractive using self-hardening clay (grade two); and considering texture as an art element (grade five). (AV)

0886 ED 193 114
Key Competencies: Art, Secondary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—24p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aesthetic Education, Art Activities, *Art Appreciation, *Art Education, Art History, Art Materials, Behavioral Objectives, *Competency Based Education, Course Objectives, Creative Art, *Educational Objectives, Interdisciplinary Approach, Learning Activities, Minimum Competencies, Secondary Education, Sequential Learning, Skill Development, Visual Arts
Major competencies are presented for art education courses in grades seven through 12 in the Philadelphia school system. The goal of art education is to promote an understanding of elements and principles of composition and design such as color, line, shape, mass, and texture. Art education should involve students in evaluating, creating, and analyzing works of art in terms of art history and the contributions of various cultural groups. Art education activities are stressed as an interdisciplinary experience. This booklet outlines eight competencies for art courses to promote in each of grades seven through 12. Each competency is accompanied by numerous behavioral objectives, or activities by which mastery can be evaluated. For example, a tenth grade competency is that students will study a non-objective approach to design. A behavioral objective for this is to discuss uses of mass-produced surface design as in paper products, advertising, fabrics, and floor coverings. Other competencies include production of commercial art forms designed for use in the school and community (grade seven); learning one-point and two-point perspective (grade nine); and studying ways in which mass is used by artists and designers (grade 11). The grade 12 competencies include a list of portfolio requirements for seniors who apply to art schools and colleges. (AV)

0887 ED 193 115
Key Competencies: Music Education and Instrumental Music, Elementary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—25p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aesthetic Education, Behavioral Objectives, *Competency Based Education, Course Objectives, *Educational Objectives, Elementary Education, Learning Activities, Minimum Competencies, Music Activities, *Musical Instruments, Music Appreciation, *Music Education, Music Techniques, Sequential Learning, Skill Development, *Vocal Music
Major competencies are presented for music education in kindergarten through grade six of the Philadelphia school system. Music is seen to be a mode of expression in responding to and interpreting life and nature. It promotes development of aesthetic judgment. The competencies outlined in this document are derived from a comprehensive music program reflecting the variety of ways people experience and participate in music. For each grade level, up to six competencies are identified. These include participation in singing and directed listening activities. Each competency is accompanied by numerous behavioral objectives by which mastery can be evaluated. For example, a fourth grade competency is that students will demonstrate musical perceptions through bodily movements. A related behavioral objective is to acquire individual and small group skills at choreographing favorite compositions. The booklet also identifies competencies and behavioral objectives for each of three levels (basic, intermediate, advanced) of instrumental instruction. These emphasize tone production, interpretation, and ensemble playing. (AV)

0888 ED 193 116
Key Competencies: Music Education and Instrumental Music, Secondary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—30p.; For related documents, see SO 012 813-821.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Aesthetic Education, Behavioral Objectives, *Competency Based Education, Course Objectives, *Educational Objectives, Learning Activities, Music Activities, Musical Composition, *Musical Instruments, Music Appreciation, *Music Education, Music Reading, Music Techniques, Music Theory, Secondary Education, Sequential Learning, Skill Development, *Vocal Music
This booklet identifies major competencies for each course offered in the secondary music education program in the Philadelphia school system. Music is seen to be a mode of expression in responding to and interpreting life and nature. It promotes the development of aesthetic judgment. The booklet outlines up to eight competencies for each of nine elective music courses and three instrumental courses offered in grades seven through 12. The music courses include basic music, music literature, music theory, harmony, solfege, and sight singing. For each competency, numerous behavioral objectives are listed by which mastery can be evaluated. For example, a competency in harmony is that students will demonstrate a knowledge of secondary triads and their inversions. A behavioral objective for this is to construct and label triads in root position and inversions. Other competencies include demonstrating an understanding of meter signature (music theory); knowing periods in music history and their representative composers (music literature); and showing refined tone control and quality (advanced instrumental). (AV)

0889 ED 193 117
Key Competencies: Consumer Education, Secondary Schools.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—22p.; For related documents, see SO 012 813-820.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, *Competency Based Education, *Consumer Economics, *Consumer Education, Course Objectives, Credit (Finance), Critical Thinking, Decision Making, *Educational Objectives, Learning Activities, Minimum Competencies, Money Management, Problem Solving, Purchasing, Secondary Education, Sequential Learning, Skill Development
This booklet outlines competencies for consumer education courses in grades seven through 12 in the Philadelphia school system. Consumer education is seen to develop students' abilities to cope with situations encountered daily in their roles in our economic system. It puts into practice the basic skills of reading, writing, speaking, listening, viewing, problem solving, interpersonal relations, and computation. For each grade level, the booklet identifies up to four major competencies. Each competency is accompanied by numerous behavioral objectives by which mastery can be evaluated. For example, a ninth grade competency is that students will show personal financial management skills. A behavioral objective for this is to plan realistic budgets for differing income levels and priorities. Other competencies include demonstrating ability to plan effectively (grade seven), interpreting issues in consumer affairs and financial management (grade 10), and understanding the importance of a value system in planning (grade 12). (AV)

0890 ED 193 246
Roeber, Edward D.
Development of Simple Ways for Using State Assessment Results.
Pub Date—Jun 80
Note—43p.; Paper presented at the Annual Conference on Large Scale Assessment (10th, Boulder, CO, June 9-12, 1980).
Pub Type— Speeches/Meeting Papers (150) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Curriculum Evaluation, Elementary Secondary Education, *Information Utilization, Parent Teacher Conferences, Principals, *State Programs, *State School District Relationship, *Student Evaluation, *Testing Programs, *Test Results, Training Methods, Use Studies
Identifiers—*Michigan Educational Assessment Program
The Michigan Educational Assessment Program (MEAP) staff developed strategies to train teachers and principals to use state assessment results for improving academic achievement in their schools. Two local uses of the state assessment results are (1) using the results of grades 4, 7, and 10 with the students tested, and (2) using the results to review curricula in the previous grade levels. Samples of materials developed for each type of use are appended, and include instructional support materials for mathematics, pamphlets for preparing school staffs to provide individual student results to provide individual student results to parents, plans for preparing for a utilization of MEAP test results workshop, and a model for utilization of MEAP test results. Presentation of the utilization model is planned for three sessions: Session I examines the test results and identifies present needs; Session II deals with curriculum and instructional planning; and Session III is devoted to decision making and setting goals. Because these methods were developed by observation of what does work in schools and because the techniques were geared to the resource restraints of local schools, they can be applied in a variety of settings. (RL)

0891 ED 193 270
Comprehensive Basic Skills Program Review.
New Jersey State Dept. of Education, Trenton. Div. of Operations, Research, and Evaluation.
Pub Date—80
Note—563p.; Colored pages may not reproduce clearly.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141)
EDRS Price - MF02/PC23 Plus Postage.
Descriptors—*Academic Achievement, *Basic Skills, *Educational Assessment, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Program Effectiveness, *State Programs, *State School District Relationship
Identifiers—*New Jersey Minimum Basic Skills Program
The Comprehensive Basic Skills Program Review (CBSPR) is an essential part of the New Jersey public school evaluation and improvement process. This group of handbooks describes a process for analyzing existing school programs and practices in relation to those factors which have been identified through research to be associated with successful achievement in basic skills. Districts have the responsibility to use the results of the CBSPR to develop and implement basic skills improvement plans which appropriately fit their needs and resources. A school is selected to undergo a CBSPR if: (1) less than 65 percent of its students have met the statewide minimum standards on the Minimum Basic Skills (MBS) test in either reading, computation, or both; (2) there has not been a significantly increasing trend in the percent of students meeting the statewide standard; or (3) acceptable other evidence of pupil achievement has not been submitted by the district. Four groups involved in the CBSPR include the comprehensive review team, the local review team, the county office, and the school administrators and staff. The CBSPR handbooks deal specifically with each group's role and responsibilities, and provide guidelines for implementation at elementary and secondary levels. (RL)

0892 ED 193 354
Detroit Public Schools' Three-Year Bilingual Education Plan, 1979-1982.
Detroit Public Schools, Mich. Dept. of Bilingual Eduction.
Pub Date—16 Aug 79
Note—158p.; Report prepared by the Detroit Bilingual Education Task Force.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors—*Bilingual Education, Community Involvement, Elementary Secondary Education, *English (Second Language), Multicultural Education, *Non English Speaking, Parent Participation, Personnel, Program Administration, Program Descriptions, Program Evaluation, *Program Implementation, Special Education
Identifiers—*Detroit Public Schools MI
This report details plans for future action by the Detroit Public Schools for bilingual education. It begins with an historical overview of national and local bilingual education in the last several years. The next section consists of a statement of goals, both for the program and the students involved. The two following sections address the areas of identification, assessment, and placement of non-English or limited English speaking children in the school system. Six additional sections describe program model options available for implementation in schools, staffing, parent and community involvement, administration and governance of bilingual programs, student and program evaluations, and special education. The final three sections discuss bilingual/multicultural education financing, Federal and State funding, and monitoring of program implementation. A glossary of terms is included. (Author/MK)

0893 ED 193 359
Written Just for You! Be Cool in School. Uniform Code of Student Conduct.
Detroit Public Schools, Mich.
Pub Date—77
Note—13p.
Pub Type— Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Discipline, *Discipline Policy, Elementary Education, School Policy, *Student Responsibility, *Student Rights, Student Role
This booklet, based on the court ordered Uniform Code of Student Conduct, published by the Detroit Public Schools, is designed to make elementary school students in Detroit, Michigan aware of their rights and responsibilities in school. In simple language, the booklet delineates laws and rules the students must abide by, discusses disciplinary actions that will be taken if rules are broken, explains the students' legal rights, and outlines responsibilities students have toward their peers, teachers, and themselves. (MK)

0894 ED 193 361
Interview Guide.
Detroit Public Schools, Mich.
Note—28p.
Pub Type— Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Assistant Principals, *Attendance, *Behavior Problems, *Compliance (Legal), *Discipline Policy, Discipline Problems, Elementary Secondary Education, Information Dissemination, *Interviews, Principals, School Orientation, School Policy
Identifiers—*Detroit Public Schools MI
The questions in this interview guide pertain to the Detroit Public Schools Uniform Code of Student Conduct and City Wide Attendance Regulations. They are directed to school principals and assistant principals. The questions help to determine if the Uniform Code and Attendance Regulations were disseminated, if orientations were carried out, and whether and how they are being enforced. Questions also focus on special programs and support services for students having significant discipline problems and on difficulties administrators are experiencing with the Code and Regulations. An observation guide is appended to assist administrators when evaluating the effects of the Code and Regulations. (MK)

0895 ED 193 363
Management Accountability System for Desegregation Educational Components.
Detroit Public Schools, Mich.
Pub Date—12 Oct 79
Note—147p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors—*Accountability, *Administrative Policy, Administrator Responsibility, *Compliance (Legal), Desegregation Effects, *Desegregation Methods, Elementary Secondary Education, Program Descriptions, *Program Implementation
Identifiers—*Detroit Public Schools MI
The accountability system developed by the Detroit Public Schools is designed to ensure that the letter and the spirit of the educational components of the system's desegregation plan are fully instituted in every school. For each component (bilingual/bicultural education, elementary and middle school reading, career and counseling guidance, vocational education, teacher inservice, community relations, senior high school reading, testing, and the uniform code of student conduct)the responsibilities of each key position are delineated. Acceptable evidence of compliance with court orders is described. The positions responsible for monitoring, correcting, and reporting the level of implementation are designated. Two reporting systems, one guaranteeing accountability by principals and superintendents and one to provide analyses of implementation and impact by component, are described. (Author/MK)

0896 ED 193 364
McMillan, Charles B.
Magnet Schools: An Approach to Voluntary Desegregation. Fastback 141.
Phi Delta Kappa, Bloomington, Ind. Educational Foundation.
Pub Date—80
Note—52p.; Not available in paper copy due to institution's restriction.
Available from—Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75, $0.60 to members).
Pub Type— Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, *Magnet Schools, Program Effectiveness, *School Desegregation, Urban Schools, Voluntary Desegregation
This booklet was written to describe and evaluate the role of magnet schools in desegregation plans. The author presents case studies of two moderately successful magnet schools, the Martin Luther King Middle School in Boston and the Clifton Multi-Age Magnet School in Cincinnati. He then discusses magnet schools in the context of desegregation and illustrates the way in which the courts have been using magnet schools for desegregation purposes. In the third section the author discusses the educational dimension of magnet schools, somewhat apart from their desegregation impact. The author then reviews the roles of State and Federal governments in supporting magnet education. The booklet is concluded with a discussion of the pros and cons of metropolitan magnet schools and recommendations for magnet school programs. (Author/MK)

0897 ED 193 383
Project TIES: Tracing Individual Ethnic Sources. Activities, Grades 10-12.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Bureau No.—549AH80153
Pub Date—79
Note—107p.; Page 31 (Map) may be marginally legible due to small print.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Cultural Background, Cultural Differences, Cultural Interrelationships, *Ethnicity, Ethnic Relations, *Instructional Materials, *Multicultural Education, Secondary Education
Tracing Individual Ethnic Sources (Project TIES) offers students a chance to explore the area of ethnicity by first examining their own family and cultural heritage and then comparing their history to that of others in the hope of reinforcing the universality of culture, promoting the acceptance of ethnic diversity, and restraining cultural chauvinism. This guide contains an activity and skill-oriented curriculum designed to provide students in grades 10-12 with the tools for carrying out their investigations. The first group of activities ('My Ethnic Heritage") highlights the student's own ethnic and family background. The second group ('Where Do I Fit?") compares the students experiences to classroom, local, and national patterns. Finally, the curriculum attempts to bridge the gap between the ethnocentrism of studying one's own past and the abstractness of learning about the wider society by focusing on cultural interactions in the third group of activities ('Intergroup Relations"). (Author/MK)

0898 ED 193 431
Hubek, June, Comp.
Handbook of Procedures for Implementing a Sex Equity Workshop: Pathway to Awareness.
Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
Spons Agency—Florida State Dept. of Education, Tallahassee.
Pub Date—Mar 80
Note—63p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Adult Education, Attitude Measures, Career Choice, *Change Strategies, Elementary Secondary Education, Federal Legislation, Females, Learning Activities, Males, Postsecondary Education, *Program Development, *Program Implementation, Sex Bias, *Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Staff Development, *Workshops
Identifiers—*Title IX Education Amendments 1972
Materials in this handbook of procedures for implementing a sex equity workshop consist of six steps intended for adaptation in educational meetings, classrooms, and community gatherings. Outlined in the first section on the need for eliminating sex role stereotyping are legislative and economic mandates for sex equity and goals for inservice educators. Workshop steering committee and participant duties are listed in section 2. Organizational guidelines and a list of possible consultants constitute the third section on workshop design. A sample agenda is presented in section 4. Provided in section 5 are nine sample activities on attitudes toward life roles, role expectations, role expectations for elementary students, attitudes towards women's roles, sexist attitudes, perceived male stereotypes, linguistics, and curriculum bias. A sample action plan and suggestions for writing such a plan are set forth in section 6. A bibliography follows. Appendixes constituting one third of the handbook contain sex role myths and realities, the text of Title IX of the Education Amendments of 1972, Title IX questions and answers, and guidelines for assessing sex bias and sex fairness in career interest inventories. (MN)

0899 ED 193 464
Chitayat, Deanna
Project SEISMIC-Sex Equity in Schools: Modules in Careers. Report.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Spons Agency—New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Report No.—CASE-17-80
Pub Date—Oct 80
Grant—VEA-80-3F-952 GS
Note—72p.
Pub Type— Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—Business, *Career Development, Career Education, Career Exploration, Curriculum Evaluation, Field Tests, *Instructional Materials, Learning Activities, Learning Modules, *Material Development, Program Development, Questionnaires, Secondary Education, *Sex Fairness, Staff Development, Teaching Guides, Workshops
Identifiers—Project SEISMIC
Project SEISMIC (Sex Equity in Schools: Modules in Careers) grew out of a federal mandate to the New York State Educational Department to reduce sex bias in its educational system. Under the project a kit was developed containing four modules for use in staff development, secondary school classrooms, and workshops with the business community. Included in each module are a stimulus videotape, workbook, leaders guide, and other print material. Module A and B are faculty guides for staff development on issues in sex equity and the legal framework of sex equity. Module C contains instructional methods and materials on personal development, career exploration, and communications, and Module D is a guide for encouraging sex equity in the business community. Field tests were conducted for each module and revisions made. (The report includes description of revisions based on field tests, and sample formats of each module are presented. An appendix constituting one-half of the report contains copies and findings of formative evaluation questionnaires concerning the format, content, and overall evaluation of each module.) (MN)

0900 ED 193 512
Handbook of Occupational Programs. Task Linkage Project Publication No. 1.
Georgia State Univ., Atlanta. School of Education.
Spons Agency—Georgia State Dept. of Education, Atlanta. Div. of Vocational Education.
Pub Date—Sep 79
Note—112p.; For related documents see CE 026 975-977.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—Agricultural Education, Allied Health Occupations Education, Business Education, *Occupational Clusters, Occupational Home Economics, *Occupational Information, Postsecondary Education, *Program Design, Secondary Education, *State Programs, Trade and Industrial Education, *Vocational Education
Identifiers—Georgia
To demonstrate the continuity between secondary and postsecondary occupational programs and the link between them and industrial manpower roles, this handbook cross references Georgia occupational educational programs and related job titles. Nineteen occupational clusters included in secondary schools are covered: agricultural power and mechanics; auto body repair; building construction; business and office occupations; conservation, recreation, and wildlife occupations; cosmetology; drafting occupations; electro-mechanical occupations and electronics; food service occupations; forestry; graphic arts; health occupations; marketing and distribution; metal working; occupational home economics; ornamental horticulture; transportation; and vocational agriculture. Each section charts postsecondary specialized skill areas linked to these clusters as well as job titles and corresponding Dictionary of Occupational Titles (DOT) code numbers. Job titles are then defined in pages following the charts. Additional specialized programs taught in only a few locations are listed. (Also available are guides containing task lists for use in competency based education in trade and industrial occupations, business and office education, and health occupations-see note.) (MN)

0901 ED 193 549
Key Competencies: Drug and Alcohol Education. Secondary Schools.
Philadelphia School District, Pa.
Pub Date—80
Note—10p.; For related document see CG 014 701.
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Adolescents, *Alcohol Education, Curriculum Guides, *Decision Making, Drug Addiction, *Drug Education, Drug Rehabilitation, Education, Individual Power, Personality Traits, Prevention, Secondary Education, Secondary School Students, *Self Concept, *Values
This guide, designed for use with secondary school students, attempts to prevent drug and alcohol abuse among students. The Key Competencies program targets several characteristics which have been identified in addicted children: poor self image, improper sense of values, and lack of identity. For grades seven through nine, strategies are presented to help students understand that: (1) drug and alcohol abuse cause problems for individuals

and society; (2) many things affect behavior; (3) life is not always happy; (4) people need a sense of identity; (5) they are part of a family; (6) they are part of a society; (7) they are individuals; (8) making decisions and facing consequences are part of growing up; and (9) carrying out responsibilities gives people more control over their lives. For grades 10 through 12, strategies are presented to help students understand that drugs and alcohol affect individuals differentially, the cost of drug dependence goes beyond money, and treatment and rehabilitation are difficult and often unsuccessful. (Author/NRB)

0902 ED 193 550
Key Competencies: Drug and Alcohol Education. Elementary Schools.
Philadelphia School District, Pa.
Pub Date—80
Note—9p.; For related document see CG 014 700.
Pub Type— Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Alcohol Education, Children, Curriculum Guides, *Decision Making, *Drug Education, *Elementary Education, Elementary School Students, Individual Development, Individual Power, Interpersonal Relationship, Prevention, Responsibility, *Self Concept, *Values Education

This guide, designed for use with elementary school students, attempts to prevent drug and alcohol abuse among students. The Key Competencies program identifies areas in which addicted children differ from non-addicted: poor self image, an improper sense of values, and a lack of identity. For kindergarten through third grade, strategies are presented to help children understand the dangers of improper use of medicines and household substances. Other activities are offered to help children display their feelings and attitudes about their relationships with adults, understand the effects of alcohol on the body, and become aware that they can maintain themselves. For grades four through six, strategies are presented to make students aware that: (1) any substance taken into the body affects its functions; (2) many things contribute to drug use; (3) people sometimes imagine others do not like them; (4) people are not perfect; (5) drinking alcohol is a problem for many people; and (6) responsibilities grow as people grow. (Author/NRB)

0903 ED 194 199
Snack Pack: School Nutrition Activity Curriculum for Kids Grades K-6.
Allegheny Intermediate Unit, Pittsburgh, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—78
Note—609p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors—*Curriculum, Educational Resources, *Elementary School Students, Guidelines, *Kindergarten Children, *Learning Activities, Nutrition, *Nutrition Instruction, Resource Materials

Designed to aid classroom teachers in providing dynamic nutrition instruction to children in elementary schools, this SNACK Pack project (School Nutrition Activity Curriculum for Kids) provides a coordinated instructional plan to facilitate the integration of nutrition and related health and consumer education concepts as part of the elementary curriculum. It is structured so that teachers have the responsibility of selecting learning objectives and activities which best meet the needs, interests, and abilities of the students to be served. The manual is divided into three sections according to grade levels (grades K to 2, grades 3 to 4, and grades 5 to 6). Each is colored for easy reference. Ten to twelve activity-centered units comprise each level and include basic concepts, objectives, learning activities, resources, and suggestions for subject area integration. For ease of implementation, teacher reference activity sheets, student evaluation devices and activity sheets are included. A reference section is also provided for the teacher to review basic nutrition concepts before initiating instruction. (Author/MP)

0904 ED 194 200
SPEAC for Nutrition: Preschool Unit. A Cooperative Adventure in Preschool Nutrition Education.
Minneapolis Public Schools, Minn.
Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.
Pub Date—80
Grant—USDA-FNS-59-3198-8-28
Note—220p.; For related documents, see PS 011 797-800.
Available from—Minnesota Curriculum Services Center, 3544 White Bear Avenue, White Bear Lake, MN 55110 ($8.00)
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Curriculum Guides, Demonstration Programs, *Eating Habits, *Food, Food Service, Improvement Programs, Inservice Education, *Learning Activities, *Nutrition Instruction, Parent Education, Parent Participation, *Preschool Curriculum, Preschool Education, Units of Study, Workshops
Identifiers—*Food Consumption

Developed by the United States Department of Agriculture's SPEAC (Student Parent Educator Administrator Children) for Nutrition Demonstration Project, these four nutrition education curriculum components are designed to promote health and beneficial nutrition practices among preschool children. The SPEAC Preschool Unit is divided into three subsections: (1) foods for growth and development; (2) food selection and consumption for health; and (3) food in relation to cultural, social, psychological and physiological aspects of life. The Teacher Workshop materials assist the teaching staff in implementing the nutrition curriculum by increasing teachers' awareness of children's habits and attitudes, acquaintance with the SPEAC curriculum, lesson planning skills and cooperative abilities. The Parent Unit involves parents in a workshop of nutrition activities, program explanation, menu planning and basic nutrition information for the young child and suggests how to coordinate nutrition experiences and learning at the child care site and in the home. A 10 session/20 hour Workshop for Child Care Center Cooks involves cooks, preschool children and staff in nutrition education activities, promotes cooks' awareness of adequate nutrition for young children and meal planning abilities, and focuses on the operation of child care food service centers. (Author/RH)

0905 ED 194 201
Hinze, Laurel Lee
SPEAC for Nutrition. Final Report.
Minneapolis Public Schools, Minn.
Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.; Minnesota State Dept. of Education, St. Paul. Child Nutrition Section.
Pub Date—31 Jul 80
Grant—USDA-FNS-59-3198-8-28
Note—125p.; For related documents, see PS 011 796-800.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Curriculum Development, Demonstration Programs, Field Tests, High School Students, *Home Economics, Improvement Programs, Inservice Education, *Nutrition Instruction, *Parent Education, *Parent Participation, Personnel Selection, Postsecondary Education, *Preschool Education, Program Administration, Program Effectiveness, Program Evaluation, Program Implementation, Workshops

This final report discusses the administration, staffing, planning, implementation and evaluation of the SPEAC (Student Parent Educator Administrator Children) for Nutrition Program. The principle objective of the program is to provide nutrition education and increased understanding of the role of the Child Care Food Program through increased opportunities for preschool children to participate in nutrition related learning activities. The program was designed to (1) improve the preschooler's dietary habits, (2) increase parent's, teacher's and others awareness of nutritional needs, (3) increase participation in child nutrition programs, and (4) integrate nutrition education into existing preschool curricula. Field test sites in which the program was implemented include two family day care homes, 16 child care centers and eight public school early childhood home economics and/or parent education programs in Minneapolis, Minnesota. Program implementation involved the integration of a nutrition curriculum into existing programs, workshops for parents, cooks, and field test site participants, inservice training to describe the program and provide feedback to field test participants, and the dissemination of program results to community agencies and professionals. Project materials, including a literature review, an annotated bibliography, a curriculum and a slide/tape presentation, as well as evaluation instruments were developed. Evaluation results indicate the program was effective in increasing participation in and understanding of nutrition education activities. Related materials such as curriculum writing and site selection procedures are appended. (Author/RH)

0906 ED 194 204
Annotated Bibliography for Students, Parents, Educators, Administrators of Preschool Children in Nutrition Education.
Minneapolis Public Schools, Minn.
Spons Agency—Food and Nutrition Service (DOA), Washington, D.C.
Pub Date—Jan 80
Grant—USDA-FNS-59-3198-8-28
Note—18p.; For related documents, see PS 011 797-800.
Available from—SPEAC for Nutrition, Special Education Service Center, HERC, 254 Upton Avenue South, Minneapolis, MN 55405 (no price quoted)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, Books, Childrens Literature, *Curriculum, Educational Resources, Food, *Nutrition, Nutrition Instruction, *Preschool Education, Program Administration, *Resource Materials, Teaching Methods

Compiled as a component of the United States Department of Agriculture's Student, Parent, Educator, Administrator, Children SPEAC for Nutrition Demonstration Project, this selected, annotated bibliography was designed to aid concerned individuals in developing and/or operating a preschool nutrition education curriculum. Topics include early childhood development; day care and preschool curricula; food related activities; child care food service operation and management; teaching techniques, strategies, and administration; children's books relating to food and nutrition; and newsletters. (Author/MP)

0907 ED 194 218
Chitayat, Deanna
The Sex Equity Pamphlet.
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.; New York State Education Dept., Albany. Office of Occupational and Continuing Education.
Spons Agency—Vocational Education Administration (DHEW), Washington, D.C.
Report No.—CASE-18-80
Pub Date—Oct 80
Grant—VEA-80-3F-952GS
Note—30p.
Pub Type— Guides - Classroom - Teacher (052) — Creative Works (030)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Childrens Literature, *Comics (Publications), *Elementary Education, Learning Activities, Lesson Plans, Sex Fairness, *Sex Role, *Sex Stereotypes, Socialization

This report on comic books, designed to overcome sex stereotyping in elementary school children by exposing them to new role models, includes: (1) a discussion of sex-role learning, stereotyped sex-role characteristics, and comic books; (2) summaries of the story lines of three comic books developed to depict new role models; (3) a black and white copy of the comic book drawings and captions for the three stories; (4) a copy of a teacher's guide and lesson plans for discussion of the three comics; and (5) an anecdotal report of a field test of the comics with a fifth grade classroom. (Author/SS)

0908 ED 194 219
Fruby, Deborah
Resource Materials for the Creative Curriculum (With Special Articles on Evaluating the Black & Hispanic Image in Children's Books).
Creative Associates, Inc., Washington, D.C.
Spons Agency—Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date—79
Contract—105-78-1003
Note—89p.; For other manuals in this series, see PS 011 821-830.
Available from—Creative Associates, Inc., 4419 39th Street, N.W., Washington, DC 20016 ($5.95, complete set of manuals, $47.55)
Pub Type— Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Annotated Bibliographies, Blacks, *Books, *Childrens Literature, *Early Childhood Education, *Evaluation Criteria, Hispanic Americans, *Learning Activities, *Resource Materials, Sex Fairness
Identifiers—CDA, Child Development Associate
This annotated bibliography of early childhood curriculum materials is divided into two major sections. The first section reviews materials pertaining to house corner, blocks, table toys, art, clay and play dough, water and sand activities. Within these areas, entries are divided into three main lists: books, articles, and children's books. ERIC papers, monographs, and conference reports are listed together under a separate entry. Each entry includes a brief annotation, an evaluative comment, and an indication of the audience the item would probably interest. For each topic, books that could be read to or by children to give them more ideas for play are also annotated. The second section consists of criteria for analyzing books for young children focusing on Black and Hispanic peoples, annotations of books about Black and Hispanic peoples, and listings of Black folktales, nonsexist books, and sources of comprehensive guidelines for reviewing children's books. (Author/RH)

0909 ED 194 347
Feliu, Tom Lively, Lisa
The Best of Energy Book, Grades 1/3.
Colorado State Univ., Ft. Collins. Cooperative Extension Service.; Denver County Public Schools, Colo.
Pub Date—80
Note—159p.; For related document, see SE 033 189.
Available from—The Cambridge Book Company, 888 7th Ave., New York, NY 10106 (Two volume set order no. ISBN 832343, $14.00; Grades 1/3 order no. ISBN 832327, $7.95).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—Art Activities, Elementary School Mathematics, *Elementary School Science, *Energy, *Energy Conservation, Environmental Education, Interdisciplinary Approach, Language Arts, Physics, Primary Education, Resource Materials, Science Education, Science Instruction, Social Studies
Identifiers—*Energy Education
Presented are 48 energy education lessons adapted from available materials and published in a standardized format. Intended for the lower elementary grades, these activities are grouped according to subject area which permits a teacher to present energy topics in connection with the subject with which he/she feels most comfortable. Lesson plans are keyed by energy "message," grade level, and time required; they include objectives, background information for the teacher, materials needed, references, and a step-by-step procedure. Several illustrations accompany each lesson. An additional "short on energy" section offers activities that take 15 minutes or less to complete. Also included are brief descriptions of energy-related children's books, curriculum materials, and films. (WB)

0910 ED 194 348
Feliu, Tom Lively, Lisa
The Best of Energy Book, Grades 4/6.
Colorado State Univ., Ft. Collins. Cooperative Extension Service.; Denver County Public Schools, Colo.
Pub Date—80
Note—160p.; For related document, see SE 033 188.
Available from—The Cambridge Book Company, 888 7th Ave., New York, NY 10106 (Two volume set order no. ISBN 832343, $14.00; Grades 4/6 order no. ISBN 832335, $7.95).
Pub Type— Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors—*Elementary School Science, *Energy, *Energy Conservation, Environmental Education, Interdisciplinary Approach, Intermediate Grades, Language Arts, Mathematics Education, Mathematics Instruction, Physics, Resource Materials, Science Education, Science Instruction, Social Studies
Identifiers—*Energy Education
Intended for upper elementary students, these energy-related lessons have been adapted from existing materials and published in a standardized format. The 54 activities are grouped by subject area, which allows a class to investigate energy in connection with almost any discipline. Lesson plans include objectives, background information for the teacher, materials needed, references, and a step-by-step procedure; they are keyed according to energy "message," grade level, and time required. An additional "short on energy" section presents activities which require 15 minutes or less to complete. Several illustrations accompany each lesson. Also included are short descriptions of children's books, films, and curriculum materials related to energy education. (WB)

0911 ED 194 352
Krukowski, Pat, Ed. And Others
Energywatch: Designing Energy Education Into the Curriculum, Volume 1 - Grades K-6.
Area Cooperative Educational Services, New Haven, Conn.; Connecticut State Dept. of Education, Hartford.
Pub Date—Nov 80
Grant—NESEC-EG-77-G-01-4044
Note—262p.; For related document, see SE 033 197. Some copyrighted cartoons deleted. Funding received from the Northeast Solar Energy Center.
Available from—Dr. Sigmund Abeles, Connecticut State Dept. of Education, Box 2219, Hartford, CT 06115 (no price quoted).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors—Conservation Education, Elementary Education, *Elementary School Science, *Energy, Energy Conservation, *Environmental Education, *Instructional Materials, Interdisciplinary Approach, Science Education, Science Instruction, Social Studies
Contained in this teacher's manual are over 40 energy education activities for elementary school students. Lessons are designed for science, social studies, mathematics, and language arts classes. This approach is intended to allow teachers to provide students with energy-related learning opportunities throughout the school program as parts of courses that are already being taught. Activities are organized under six major topic headings: (1) Energy - The Concept, (2) Energy Sources, (3) Energy Uses, (4) Energy Conservation, (5) Energy and Economics, and (6) Energy and the Environment. Learning strategies employed range from class discussions and values clarification experiences to model building, performing experiments, and using resource materials. Lesson plans include objectives, skills, background information for the teacher, required preparation, references, student handouts, and step-by-step procedures for carrying out the activities. (WB)

0912 ED 194 353
LaSalle, Donald P., Ed. And Others
Energywatch: Designing Energy Education Into the Curriculum, Volume 2-Grades 7-12.
Connecticut State Dept. of Education, Hartford.; Talcott Mountain Science Center, Avon, Conn.
Pub Date—Nov 80
Grant—NESEC-EG-77-G-01-4044
Note—289p.; For related document, see SE 033 196. Funding received from the Northeast Solar Energy Center.
Available from—Dr. Sigmund Abeles, Connecticut State Dept. of Education, Box 2219, Hartford, CT 06115 (no price quoted).
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors—Conservation Education, *Energy, *Energy Conservation, Environmental Education, *Instructional Materials, Interdisciplinary Approach, Mathematics Education, *Physical Sciences, *Science Education, *Science Instruction, Secondary Education, Secondary School Science, Social Studies, Solar Radiation
Presented in this teacher's manual are more than 40 energy-related discussions and projects for use in conjunction with secondary school courses in mathematics, science, social studies, and language arts. Designed to help students discover ways to study and conserve energy, the activities also stress alternate energy sources and their applications. Lessons are organized under four categories: (1) energy conservation, (2) solar energy concepts, (3) solar energy applications, and (4) alternate energy sources. Typical among these activities are constructing a solar collector, debating offshore drilling proposals, tracking the sun by computer, and investigating the effects of thermal pollution. Included in the lesson plans are teacher background material, suggestions for lesson preparation, lists of related activities, student handouts, and step-by-step procedures for conducting the activities. (WB)

0913 ED 194 355
Peterson, Irving M., Ed. Colavita, Leon J., Ed.
Energy Conservation Guidelines - 1: District Level Plan for Conservation.
New Jersey State Dept. of Education, Trenton. Bureau of Facility Planning.
Pub Date—80
Note—23p.; For related documents, see SE 033 206-208.
Available from—Office of Central Services, Div. of Administration, New Jersey State Dept. of Education, 225 West State St., Trenton, NJ 08625 ($1.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Policy, *Educational Administration, Educational Equipment, Educational Facilities, Energy, *Energy Conservation, *Money Management, *School Districts, School District Spending, School Schedules
Identifiers—Energy Consumption, *Energy Management
Presented are suggestions written to help local school districts develop an energy conservation program in order to minimize budget problems brought about by rising energy costs. Program areas covered include formation of the district energy conservation team, assignment of duties, operation of energy audit systems, and evaluation procedures. To illustrate these recommendations, a sample energy management program is described. In addition, this publication contains over 100 suggestions for reducing energy consumption through various administrative, operational, and equipment purchasing procedures. (WB)

0914 ED 194 356
Peterson, Irving M., Ed. Gates, Richard M., Ed.
Energy Conservation Guidelines - 2: Energy Conservation in School Facilities.
New Jersey State Dept. of Education, Trenton. Bureau of Facility Planning.
Pub Date—80
Note—21p.; For related documents, see SE 033 205-208.
Available from—Office of Central Services, Div. of Administration, New Jersey State Dept. of Education, 225 West State St., Trenton, NJ 08625 ($1.50).

Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Building Systems, *Cost Effectiveness, Educational Administration, *Educational Facilities, Energy, *Energy Conservation, Money Management, *Utilities
Identifiers—Energy Consumption, *Energy Management
The suggestions contained in this guide are intended to help reduce energy consumption in school facilities. Energy conservation measures are discussed on three levels: (1) the educational program and activities schedule, (2) operation of the facility and supporting systems, and (3) the physical plant. Discussed are high cost, medium cost, and low or no cost energy management strategies. (WB)

0915 ED 194 357
Peterson, Irving M., Ed.
Energy Conservation Guidelines - 3: Energy Conservation in the School Curriculum.
New Jersey State Dept. of Education, Trenton. Bureau of Facility Planning.
Pub Date—80
Note—28p.; For related documents, see SE 033 205-208.
Available from—Office of Central Services, Div. of Administration, New Jersey State Dept. of Education, 225 West State St., Trenton, NJ 08625 ($1.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Attitude Change, Conservation Education, *Curriculum Guides, Elementary Secondary Education, Energy, *Energy Conservation, Environmental Education, Interdisciplinary Approach
Contained in this curriculum manual are guidelines for incorporating energy conservation into regular classroom programs. To be most effective in teaching an energy ethic, a problem-solving approach is recommended which uses the expertise of each discipline. Also presented are general program goals, cognitive objectives, and affective goals for an energy conservation education program. The appendix includes energy survey results and an energy project evaluation report. (WB)

0916 ED 194 358
Giesguth, John, Ed. Scheingold, Edward, Ed.
Energy Conservation Guidelines - 4: Energy Conservation in School Transportation Systems.
New Jersey State Dept. of Education, Trenton. Bureau of Facility Planning.
Pub Date—80
Note—14p.; For related documents, see SE 033 205-207.
Available from—Office of Central Services, Div. of Administration, New Jersey State Dept. of Education, 225 West State St., Trenton, NJ 08625 ($1.50).
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bus Transportation, *Energy, *Energy Conservation, Money Management, School Schedules, *Transportation
Identifiers—Energy Consumption, *Energy Management
Recommended are practices for reducing energy consumed in the process of transporting school pupils. Among the areas in which energy conservation measures may be instituted are preventive bus maintenance, field trip coordination, bus driving practices, modified scheduling policies, and training of bus drivers. (WB)

0917 ED 194 361
Public Schools Energy Conservation Measures, Report Number 5: Fairmoor Elementary School, Columbus, Ohio.
American Association of School Administrators, Arlington, Va.
Spons Agency—Federal Energy Administration, Washington, D.C.
Report No.—DOE/TIC-10740
Pub Date—24 Jan 77
Contract—CR-04-60711-00
Note—52p.; For related documents, see SE 033 215-220 and SE 033 394.
Available from—National Technical Information Service, U.S. Dept. of Commerce, Springfield, VA 22161 ($7.00).
Pub Type— Reports - Evaluative (142)
Document Not Available from EDRS.
Descriptors—*Building Systems, Computer Programs, *Cost Effectiveness, Educational Administration, Energy, *Energy Conservation, Engineering Technology, *Money Management, *School Buildings, Utilities
Identifiers—Energy Consumption, *Saving Schoolhouse Energy Project
Presented is an engineering analysis of energy consumption at Fairmoor Elementary School, Columbus, Ohio. Based upon results of the building investigations, computer simulations and assessments of energy conservation opportunities, researchers estimate that minor changes in the existing building could yield a 50% reduction in energy use. The $25,000 cost of these modifications could be recovered in less than three years by lowered utility bills. Emphasis of the study is upon retrofitting measures which use "off-the-shelf" hardware. This analysis comprises one part of the initial phase of the five-part Saving Schoolhouse Energy Project initiated by the American Association of School Administrators and partially funded by the Federal Energy Administration. (WB)

0918 ED 194 430
Social Studies: A Primary Activities Handbook/A Language Arts Approach.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date—80
Note—215p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors—Affective Objectives, Citizenship Education, Cognitive Objectives, Concept Formation, Concept Teaching, *Educational Objectives, Elementary Education, Inquiry, Intellectual Disciplines, Interdisciplinary Approach, Language Arts, *Learning Activities, Primary Education, Skill Development, Social Sciences, *Social Studies, *Teaching Methods
Learning activities and teaching methods based on the social science disciplines and language arts skills are presented to aid classroom teachers in grades one through three as they develop and implement social studies education programs. Major objectives of the handbook are to identify social studies concepts which are within the realm of experience for primary school pupils, identify cognitive skills associated with learning about those concepts, and suggest activities which help pupils explore the concepts. Three approaches are stressed-conceptual framework development (derived from the social science disciplines), modified inquiry (carried out through structured questions), and skill development (including information acquisition, reading, organizing, communicating, citizenship, geographic location and map and globe skills, and time relationship skills). Activities are presented in six categories, representing the major social science disciplines-sociology, political science, geography, economics, anthropology, and history. Students are involved in a variety of activities including making collages, analyzing short stories, working with maps and globes, reading about celebrations in other cultures, filling in blanks, role playing, and writing paragraphs about the activities of political officials. For each activity, information is presented on a question to reinforce the major concept, skill, objective, process, and materials. A brief overview of teaching strategies is included in the document. (DB)

0919 ED 194 648
Lash, Trude W. And Others
State of the Child: New York City II.
Foundation for Child Development, New York, N.Y.
Pub Date—Jun 80
Note—317p.; Tables may be marginally legible due to small print.
Pub Type— Reports - Research (143) — Reports - General (140) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors—Adolescents, Child Abuse, Children, *Child Welfare, Delinquency, *Demography, Educational Needs, Elementary Secondary Education, Expenditures, Family (Sociological Unit), Health, *Physical Environment, Runaways, *Social Environment, Socioeconomic Status, Urban Environment
Identifiers—*New York (New York)
Part I of this report is organized around six dimensions of the quality of life of children in New York City: the demography of the City, the characteristics of families with children, children's health, children's ability to learn, the situation of children living away from home, and crimes committed against and by children. Public expenditures for children are also documented in this section through an examination of City, State, and Federal budget figures. Part II presents detailed profiles of three community districts (in Brooklyn, Manhattan, and Queens). These three districts are illustrative of the diversity of the quality of New York City children's lives and of the need for small area data for planning purposes. The final section of the report is comprised of technical and data appendices. Tables and charts of data are presented throughout the report. (MK)

0920 ED 194 649
Bryant, Valarie A.
The Opinions of Inner-City Alternative High School Students Toward Student Rights.
Pub Date—[79]
Note—39p.
Pub Type— Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Corporal Punishment, Discipline Policy, Dress Codes, Due Process, Freedom of Speech, Nontraditional Education, Questionnaires, *School Policy, Secondary Education, *Sex Differences, *Student Attitudes, Student Government, Student Participation, *Student Rights, Suspension, Urban Schools
Opinions about students' rights were elicited from students attending an inner-city alternative high school, using a questionnaire. The questions focused on opinions on (1) freedom of speech, (2) due process, (3) suspension and corporal punishment, (4) vague regulations, (5) dress codes, and (6) students' governance of fellow students. Findings, reported by sex and grade level, indicate that students responded to four of the six general questions. In summary, they favored limited freedom of speech, due process for students, school dress codes, and student governance. Analysis of the findings revealed that the majority of the students wanted to learn in a structured, teacher administration oriented school setting. Students additionally wanted to play an active role in the decision making processes and to have a voice in the educational process. Tables of data are appended. (MK)

0921 ED 194 670
Thomas, Theodore H.
Ethical and Value Dilemmas in Urban Management Performance.
University of Southern California, Los Angeles. School of Public Administration.
Spons Agency—Department of Housing and Urban Development, Washington, D.C. Office of Policy Development and Research.; National Training and Development Service for State and Local Government, Washington, D.C.
Pub Date—[76]
Note—47p.; For related documents see UD 020 926-937 and UD 021 002-009.
Pub Type— Guides - Classroom - Learner (051) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Decision Making, Ethical Instruction, *Ethics, *Inservice Education, *Management Development, Moral Development, *Moral Values, Postsecondary Education, Professional Continuing Education, Public Administration Education, *Urban Areas, Values Clarification, Workshops
This module represents one portion of the National Training and Development Service Urban Management Curriculum Development Project. It focuses on the issue of ethics in urban management performance and is designed to demonstrate that ethical dilemmas are a personal, complex, everyday managerial problem, and to enlarge the range of ethical options available to individuals. Participants are expected to complete seven activities, some independently and some in group sessions. Activities include pre and post workshop evaluations, an eth-

ical dilemma questionnaire, a values confrontation game, a discussion of approaches to ethical behavior choices, a decisional strategy exercise, and a personal case analysis. The materials included in this module are for both the instructor and the participants. (MK)

0922 ED 194 672
Alexander, E. Curtis
The Pedagogical Oppression of Black Students in Norfolk City Public Schools--Myth or Practice?
Pub Date--[76]
Note--9p.
Pub Type-- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors--*Black Students, *Board of Education Policy, *Educational Quality, Elementary Secondary Education, Employment Practices, Expulsion, Public Education, *Racial Bias, School Districts, Suspension, Urban Schools
Identifiers--*Virginia (Norfolk)
The policies and actions of the Norfolk City Public Schools are having a devastating effect on black students. The system's suspension and suggested expulsion notice data and employment record are objective indicators that the system was not designed to educate black children. Black students are suspended nearly twice as often as white children and they receive almost five times as many expulsion notices. A study by the Children's Defense Fund supports the position that most school suspension policies do not serve the interests of children or of schools. The United States District Court decision on Mills v the Board of Education of the District of Columbia sets a precedent for possible court action dealing with these policies. The Norfolk Public Schools Employment Report shows that personnel policy has been discriminatory and has adversely affected desegregation efforts. School policy must be systematically changed in order to improve the situation of black children. (Author/MK)

0923 ED 194 694
Improving Sex Equity in Career and Vocational Classrooms.
Spons Agency--Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
Pub Date--78
Note--19p.
Pub Type-- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors--Audiovisual Aids, *Career Education, Facilities, Facility Guidelines, *Instructional Materials, Job Placement, Nontraditional Occupations, Postsecondary Education, Secondary Education, Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, Sex Stereotypes, Student Placement, Student Recruitment, *Textbook Bias, *Textbook Evaluation, Textbook Selection, *Vocational Education
This booklet contains curriculum guidelines and checklists designed to assist vocational educators in identifying sex bias, sex role stereotyping, and sex discrimination. The first section provides suggestions made by Ohio vocational educators for providing for sex equity in vocational programs. Following specific suggestions for recruitment, facility, placement, and program content, suggestions and comments specific to program areas of study are set forth. The second section lists criteria for sex-fair materials and then provides guidelines and checklists for assessment of curriculum materials for sex equity on four bases: language, roles, omissions, and audio-visual materials. Several consciousness-raising activities for the classroom are listed in the third section, which may be helpful to teachers, counselors, and students in becoming aware of sex bias. The final section discusses use of already-existing material lacking sex fairness. (YLB)

0924 ED 194 772
Klugerman, Phyllis B.
Programming for the Adult Mentally Handicapped. Source Book.
East Brunswick Board of Education, N.J.
Spons Agency--New Jersey State Dept. of Human Services, Trenton.
Pub Date--Jun 80
Note--142p.; Not available in paper copy due to small, light print.
Pub Type-- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors--Adult Counseling, *Adult Education, *Adult Programs, Course Content, *Course Descriptions, Course Objectives, Courses, *Daily Living Skills, *Mental Retardation, *Program Content, Program Design, Program Development, Program Implementation
This source book is designed to inform agencies and other adult education programs, in as much detail as possible, of processes and procedures involved in initiating a complete training program to address the needs and desires of the adult mentally handicapped individual. It offers concrete information emanating from the initiation of such a program in East Brunswick, New Jersey. Two major sections deal with organizing a program and instructional and counseling components. The first section discusses goal setting, staffing, facility needs and component scheduling (including recruitment, scheduling, transportation), and record keeping. The second section focuses on program impact and instructional and counseling components. These instructional components are included: basic skills, communication skills, personal health and hygiene, grooming, sex education, clothing maintenance, shopping and food preparation, social dance, performing dance company, arts and crafts, community experience activities, social, and parent group. Each course component, which is broken down into further activity areas, presents the course description objectives, methods of implementation, and instructional materials, where appropriate. Positive programming aspects, comments regarding implementation of activity objectives, problem areas, and, where possible, recommended solutions are provided for each activity area. Overall component recommendations are also included. Appendixes contain tests and assessment instruments and forms and notifications. (YLB)

0925 ED 194 802
Fields, Walter Rosen, Paulette
Implementation Manual for the Parent Education Expansion Project. A Guide for Developing a Community-Based Parent Education Program
Merrill-Palmer Inst., Detroit, Mich.
Spons Agency--Michigan State Dept. of Education, Lansing. Adult Extended Learning Services.
Pub Date--[Nov 80]
Note--74p.
Pub Type-- Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors--Adult Education, Community Coordination, *Community Programs, Community Resources, Financial Support, Models, *Parent Education, *Program Development, Program Evaluation, *Program Implementation, Teacher Education
Identifiers--Parent Education Expansion Project
Designed for community-based agencies, churches, and educational institutions who operate adult and/or family programs and those who wish to develop parent education projects, this manual describes the content and process of developing a community-based parent education project. It is intended to provide a model for organization and curriculum, so that new programs can improve on the work that has been done. Generalizing from the experiences of the Parent Education Expansion Project, the manual offers two areas of guidance which compose the two major sections. First, the basic concepts and program model underlying a community-based parent education project are discussed. Second, a strategy for implementation of these concepts is outlined. Specific topics include the program (ongoing sessions, special workshops, newsletters), staff, staff training, evaluation, coordinating community resources, and funding. Appendixes, amounting to approximately one-half of the manual, offer specific guidelines for parent educator training, relevant references, and useful needs assessment and evaluation forms. (YLB)

0926 ED 195 061
Levy, Kay E. And Others
Project CUE (Communication, Understanding, Education). Final Report, September 1, 1977 through August 31, 1980.
Montgomery County Intermediate Unit 23, Blue Bell, Pa.
Spons Agency--Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date--Aug 80
Grant--PDE-770495
Note--830p.
Pub Type-- Reports - Evaluative (142) -- Reports - Descriptive (141) -- Guides - Classroom - Teacher (052)
EDRS Price - MF05/PC34 Plus Postage.
Descriptors--Basal Reading, Beginning Reading, Content Analysis, *Curriculum Development, *Language Acquisition, *Language Handicaps, Learning Activities, *Reading Materials, *Reading Readiness, Teaching Methods, Units of Study
Identifiers--Final Reports, *Project CUE
The final report documents goals and achievements of Project CUE, a 3 year project to assist teachers of language impaired children to adapt regular reading readiness curricula to the students' needs. Objectives are listed, including conducting a needs assessment, selecting a basal reading series, and disseminating information on the project, and activities are noted for each. Following a literature review, Project CUE is compared to published early childhood kits. Field test experiences are briefly described, along with 35 dissemination activities of the project. A section on evaluation procedures includes sample forms. Evaluation of the project is undertaken in terms of successes and shortcomings, impact on the past and future, and continuation of project activities. Extensive appendixes, comprising the bulk of the report, cover reader analyses and the Project CUE manual. The manual addresses language characteristics of exceptional children, an analysis of reading series, and steps to create a language learning unit. Four miniunits are included. (CL)

0927 ED 195 136
Getting a Driver's License and Buying a Car. Student Lesson #1. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency--Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date--79
Contract--G0077C0041
Note--17p.; For related documents, see FL 011 955-975.
Pub Type-- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors--Adolescents, *Driver Education, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers--*Survival Competencies
To assist the youthful learner of English as a second language in dealing with driver's license applications and automobile purchasing procedures, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms. (JB)

0928 ED 195 137
Finding a Job. Unit 1: Reading Want Ads and Using Employment Agencies. Student Lesson # 2. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency--Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date--79
Contract--G0077C0041
Note--15p.; For related documents, see FL 011 955-975.
Pub Type-- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), Job Application, *Job Search Methods, Reading Instruction, Secondary Education, Second Language Instruction, Units of Study
Identifiers—Employment Agencies, *Survival Competencies, Want Ads
To assist the youthful learner of English as a second language in dealing with help-wanted ads and employment , agencies, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms. (JB)

0929 ED 195 138
Finding a Job. Unit 11: The Job Interview. Student Lesson #3. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—11p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Employment Interviews, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies
To assist the youthful learner of English as a second language in dealing with job interviews, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with pen-and-ink drawings. (JB)

0930 ED 195 139
Getting Around. Unit 1: Public Transportation. Student Lesson #4. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—15p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Bus Transportation, *English (Second Language), Rail Transportation, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies, Taxicabs
To assist the youthful learner of English as a second language in dealing with handling urban public transportation, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0931 ED 195 140
Getting Around. Unit 1: Reading Maps and Asking Directions. Student Lesson #5. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—18p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Cultural Education, *English (Second Language), *Map Skills, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Directions, *Survival Competencies
To assist the youthful learner of English as a second language in dealing with finding his way around, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with maps. (JB)

0932 ED 195 141
Finding a Place to Live. Student Lesson #6. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—10p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), *Housing, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies
To assist the learner of English as a second language in dealing with the search for housing, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms and rental ads. (JB)

0933 ED 195 142
Medical Services. Unit One: Calling for an Appointment. Student Lesson #7. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—7p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Dentists, *English (Second Language), *Medical Services, Physicians, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies
To assist the youthful learner of English as a second language in dealing with making doctor's appointments, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0934 ED 195 143
Medical Services. Unit Two: In the Office. Student Lesson #8. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—14p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Dentists, *English (Second Language), *Medical Services, Physicians, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies
To assist the youthful learner of English as a second language in dealing with communicating in the doctor's office, the dentist's office, and the pharmacy, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0935 ED 195 144
Emergency Procedures. Student Lesson #9. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—13p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accidents, Adolescents, *English (Second Language), Police, Rescue, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Emergencies, *Survival Competencies
To assist the youthful learner of English as a second language in dealing with handling such emergencies as fire, robbery, and car accidents, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0936 ED 195 145
Legal Questions. Student Lesson #10. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—21p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), *Legal Education, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies
To assist the youthful learner of English as a second language in dealing with basic legal situations such as making a contract or going to small claims court, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0937 ED 195 146
The Department Store. Student Lesson #11. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—9p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), *Purchasing, Secondary Education, Second Language Instruction, Units of Study
Identifiers—Department Stores, *Survival Competencies
To assist the youthful learner of English as a second language in dealing with the purchase of clothing and personal items, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0938 ED 195 147
The Supermarket. Student Lesson #12. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—7p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), *Food Stores, *Purchasing, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies
To assist the youthful learner of English as a second language in dealing with the purchase of food, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0939 ED 195 148
The Post Office. Student Lesson #13. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—15p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Post Office, *Survival Competencies
To assist the learner of English as a second language in dealing with the various services provided by the post office, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms. (JB)

0940 ED 195 149
The Restaurant. Student Lesson #14. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—13p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Dining Facilities, *English (Second Language), *Food, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies
To assist the learner of English as a second language in dealing with the purchase of ready-cooked food, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0941 ED 195 150
Banking: Checking Accounts. Student Lesson #15. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—9p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Banking, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies
To assist the learner of English as a second language in dealing with the various services provided by a bank, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated with sample forms. (JB)

0942 ED 195 151
Celebrations. Unit I: Holidays. Student Lesson #16. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—23p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Cultural Activities, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Holidays, *Survival Competencies
To assist the learner of English as a second language in dealing with American holiday celebrations (Halloween, Thanksgiving, Christmas, New Year, Memorial Day, Labor Day, and Independence Day) a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0943 ED 195 152
Celebrations. Unit II: Personal Celebrations. Student Lesson #17. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—14p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Cultural Activities, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—Personal Celebrations, *Survival Competencies
To assist the learner of English as a second language in dealing with such personal occasions as weddings and funerals, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0944 ED 195 153
Invitations, Thank-You Notes and Greeting Cards. Student Lesson #18. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—13p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *English (Second Language), *Letters (Correspondence), Secondary Education, Second Language Instruction, Units of Study, Writing Skills
Identifiers—*Etiquette, *Survival Competencies
To assist the learner of English as a second language in dealing with the etiquette of certain common forms of correspondence, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0945 ED 195 154
Dinner at an American Friend's House. Student Lesson #19. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0U77C0041
Note—15p.; For related documents, see FL 011 955-975.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Cultural Activities, *English (Second Language), *Food, Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Etiquette, *Survival Competencies
To assist the learner of English as a second language in dealing with the etiquette of dining in someone else's home, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0946 ED 195 155
Becoming a United States Citizen. Student Lesson #20. English for Living.
New York State Education Dept., Albany. Bureau of Bilingual Education.
Spons Agency—Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date—79
Contract—G0077C0041
Note—13p.; For related documents, see FL 011 955-974.
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Citizenship Education, *English (Second Language), Secondary Education, Second Language Instruction, Units of Study
Identifiers—*Survival Competencies
To assist the learner of English as a second language in dealing with the procedures for becoming a United States citizen, a series of dialogs, comprehension questions, readings, and points of discussion are presented. The text is illustrated. (JB)

0947 ED 195 157
Foreign Languages (Senior High) (S-FL). Key Competencies.
Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date—80
Note—14p.
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavioral Objectives, Classical Languages, Competency Based Education, High Schools, *Minimum Competencies, Modern Languages, *Second Language Instruction
Identifiers—Pennsylvania (Philadelphia)
Minimum competencies are set forth for senior high school foreign language students in Philadelphia. For modern languages, at each of three levels, criteria are set forth for determining whether students can: (1) adequately associate meaning with sound; (2) use words, phrases, and sentences that evidence meaningful communication; (3) associate meaning with the written word; (4) demonstrate acquisition of listening skills; (5) write words, phrases, and sentences that transmit meaning; and (6) show understanding resulting from oral communication. For classical languages, students are expected in addition to show knowledge of cultural information and to relate the classical language experience with English vocabulary and reading skills. (JB)

0948 ED 195 388
Pusch, Margaret D., Ed.
Multicultural Education: A Cross Cultural Training Approach.
Intercultural Network, Inc., La Grange Park, Ill.
Spons Agency—New York State Education Dept., Albany. Bureau of Bilingual Education.
Report No.—ISBN-0-933662-06-8
Pub Date—79
Note—285p.; Not available in paper copy due to publisher's preference.
Available from—Intercultural Press, Inc., 70 W Hubbard St., Chicago, IL 60610 ($11.95, 20% discount on 10 copies or more).
Pub Type— Guides - Classroom - Teacher (052) — Information Analyses (070) — Collected Works - General (020)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Classroom Environment, Communication (Thought Transfer), *Course Evaluation, *Cross Cultural Training, Cultural Awareness, Cultural Differences, Cultural Pluralism, Curriculum Development, Definitions, Elementary Secondary Education, *Ethnic Groups, Learning Activities, Minority Groups, *Multicultural Education, Perception, Spanish Speaking, Teacher Attitudes, *Teacher Education, *Teaching Methods
Identifiers—*Intercultural Communication
Primarily designed for use in teacher education programs, this manual provides education faculty with a resource for building multicultural education training into the teacher education curriculum. Chapter 1 defines terms basic to multicultural education, intercultural communication, and cross-cultural training. Chapter 2 discusses the theory of

intercultural communication. Chapter 3 outlines the history of multicultural education and focuses on linguistic diversity. Chapter 4 contains a discussion of the multicultural curriculum and considers possibilities for infusing existing courses with multicultural perspectives. Chapter 5 studies the training of teachers for multicultural education competencies, reviews methods of teacher training, and offers specific applications of multicultural concepts in teacher education. Chapter 6 lists 30 teaching strategies drawn from the cross-cultural literature and adapted for teacher preservice and inservice training. It also details exercises for role playing, critical incidents, case studies, simulation, and group discussion. Chapter 7 presents procedures for the evaluation of cross-cultural training and education. The manual also includes a 65-item annotated bibliography and film list. (CM)

0949 ED 195 408

Kucsis, Mitzie

Focus On: Classroom Energy Materials. Publication Number 11895.

Massachusetts State Dept. of Education, Boston. Massachusetts Dissemination Project.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—80

Grant—NIE-G-76-0058

Note—52p.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—*Audiovisual Aids, Elementary Secondary Education, *Energy, Energy Conservation, Environmental Education, Grants, Information Centers, *Instructional Materials, *Resource Materials, Science Education, Social Studies

The Massachusetts Dissemination Project presents this compendium of energy-related educational resources as a reference guide for persons interested in exploring energy problems, conservation techniques, and alternate energy sources with their students. Provided are brief descriptions of available bibliographies, classroom materials, publications, media, newsletters, organizations, and funding sources. For example, the section on classroom materials and publications contains over 100 listings of curriculum products, posters, games, activity sheets, coloring books, and comic books. Included are prices, if known, and publisher's addresses. Entries are from throughout the United States, particularly the New England and Washington, D.C. areas. (Author/WB)

0950 ED 195 485

Meyer, Barbara, Ed. And Others

Kaleidoscope 20: Oral History in the Classroom.

Massachusetts State Dept. of Education, Boston. Div. of Curriculum and Instruction.

Pub Date—80

Note—63p.; Photographs throughout document may not reproduce clearly from EDRS in paper copy or microfiche. Prepared through VOICES Project, MA.

Available from—Massachusetts Department of Education, Division of Curriculum and Instruction, 31 St. James Avenue, Boston, MA 02116 ($1.15).

Pub Type— Guides - Classroom - Teacher (052) — Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Aging (Individuals), Annotated Bibliographies, Community Study, Elementary Secondary Education, Ethnic Studies, Family Characteristics, Higher Education, Human Resources, *Oral History, Postsecondary Education, Primary Sources, Program Descriptions, Teaching Methods

Identifiers—*Ethnic Heritage Studies Program

This publication discusses oral history, its potential as a teaching tool, and its application in a variety of different classroom situations from the elementary through the post-secondary levels. The purpose is to show the great variety of uses and possibilities for using oral history in the classroom. There are six major sections. The articles in Section One, "Focus on Friends and Family," examine different ways of using oral history to learn more about family and friends. In one article a high school foreign language teacher describes a class project that her students were involved with entitled "Who are You? We are Reflections of Italo Americans." Excerpts from student interviews are included. Section Two "Focus on Aging" describes three oral history projects dealing with older adults, aging, and cultural perceptions of old age. In one project, eight elementary and middle school classroom teachers were paired with representatives of elderly care facilities within walking distance of their schools. In a series of seminars, this group learned about oral history techniques and then collaboratively planned the details of a variety of projects bringing young and old together. Section Three "Focus on a Community" describes three community projects. One contrasts the past and present of two communities, another offers oral history as a balance to the more usual history of the town's famous people, while the third often gives a local perspective on historical events in the larger world. The two projects described in Section Four "Focus on Ethnicity" used oral history to increase students' awareness of ethnicity-their own and others. Section Five, "Focus on a Time," describes oral history projects which investigated particular times in the past. The publication concludes with Section Six, "Resources," which cites human and print resources in oral history. (Author/RM)

0951 ED 195 565

Young, Patricia B.

Evaluation of the Academics Plus Program, 1979-1980: Technical Summary Report #8106.

Philadelphia School District, Pa. Office of Research and Evaluation.

Pub Date—Jul 80

Note—25p.

Pub Type— Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, *Demonstration Programs, *Discipline Policy, *Dress Codes, Elementary Education, Elementary School Mathematics, Homework, *Parent Teacher Conferences, *Program Evaluation, Reading Achievement, Student Promotion, Study Habits

Identifiers—*Academics Plus Program, Philadelphia School District PA

The Academics Plus Program, which stresses basic skills, discipline and dress codes, homework assignments, promotion requirements, and special parent conferences, served more than 10,000 students in 29 elementary and middle/junior high schools in 1979-1980. There is a single-school model (Fitler) and a multi-school model (28 other schools). A comprehensive survey of program principals, teachers and parents in spring, 1980 indicated there was satisfactory implementation of all major program elements. In achievement on city-wide tests in 1980, the single-school model showed improvement over 1979 performance in both total reading and total mathematics at every grade except one (status unchanged) across grades 1 through 7. Average percentile ranks in 1980 in total reading ranged from 54 to 76, and in total mathematics from 53 to 86. In the 22 full-program schools, in 1980 there was improvement over 1979 in at/above national norm performance in total reading for grades 1, 3, 4, 5, 6 and 8 and in total mathematics in grades 1, 3, 5, and 6. (Author/GK)

0952 ED 195 572

Conway, Ernest J. And Others

Management and Operations Auditing: A Business Oriented Management Structure For a Unified School District.

Pub Date—9 Mar 80

Note—12p.

Pub Type— Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Change, *Administrative Organization, Educational Administration, *Needs Assessment, *Organizational Development, *School Districts, *Systems Analysis

Identifiers—Audits

An operations audit was conducted for a school district. The purpose of the audit was to determine the organization of the central office and reorganize its structure and staff as appropriate to clearly define goals and objectives, specify roles and responsibilities, eliminate wasted or duplicated efforts, and functionally define operational work units. The audit was carried out through a series of interviews and surveys with a sample of administrative, professional, and clerical staff from all central office departments and district schools. Documents and routing procedures were also critically analyzed. Recommendations included: (1) organization of the central office staff along functionally related lines; (2) creation of a strong planning, evaluation, and training function (PET); (3) merger of several operating units; (4) creation of new middle management positions; (5) elevation of the role of data processing to include a district management information system; (6) creation of a permanent district-wide steering committee to assist in planning; (7) revitalize the maintenance, operations, and transportation structure; (8) creation of a new associate superintendent's position to head PET; (9) adjustment of staffing levels tied to attrition; and (10) completion of a three year plan to implement the changes. (Author/RL)

0953 ED 195 581

Balasubramonian, K.

Measurement, Evaluation and Accountability in Bilingual Education Programs.

Pub Date—74

Note—28p.

Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—*Accountability, *Bilingual Education, Elementary Secondary Education, *Evaluation Methods, Formative Evaluation, Measurement, *Program Evaluation, Summative Evaluation

A case for evaluation is developed and procedures for evaluating bilingual education programs are suggested as a guide for the novice evaluator. The following areas are discussed from the point of view of an evaluator: (1) how to plan for evaluation; (2) how to use needs assessment data; (3) the relationship between formative and summative evaluation; (4) the instrumentation process; (5) data collection; (6) data analyses; and (7) production of final reports. A brief section on the more recent consciousness for accountability points out how each of the participants in a bilingual education program can contribute towards accountability. A distinction between research and evaluation is made in order to alert the administrator on the most appropriate use of the information obtained from each. A bibliography, suggesting other sources of information, is appended. (Author/RL)

0954 ED 195 592

Communication Skills Handbook. Phase I and II. District 1 (1979-1980).

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date—[80]

Note—63p.; For a related document see UD 020 586. Not available in paper copy due to institution's restriction.

Pub Type— Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors—*Communication Skills, Elementary Education, Group Behavior, Group Discussion, *Group Dynamics, Group Membership, Group Structure, *Language Arts, *Learning Activities, Teaching Guides, *Verbal Communication, Writing Exercises

This guide presents a two phase program for teaching communication skills in the elementary grades. The first phase focuses on teaching the conditions that constitute an effective group and the communications skills necessary for effective group relationships. Definitions of terms are presented to teachers as well as suggestions for teaching and reviewing the six steps in the phase. Prototypical written exercises are included. The second phase attempts to teach basic group process skills involved in reaching a group consensus. The phase is divided into three sections: skills for small group participants, skills for small group leaders, and skills for small group recorders. Behavioral objectives and teaching activities are presented for each section. Plans for establishing communication skills centers and suggestions for writing activities are included. (MK)

0955 ED 195 594
Reducing Violence and Vandalism in the Newark Public Schools; A Program for School Administrators.
Newark Board of Education, N.J.
Pub Date—30 Aug 79
Note—195p.; Not available in paper copy due to broken print.
Pub Type— Guides - Non-Classroom (055) — Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Administrator Guides, *Board of Education Policy, Discipline Problems, Educational Environment, Educational Facilities Improvement, Elementary Secondary Education, School Districts, *School Security, *Vandalism, *Violence
Identifiers—*New Jersey (Newark)
This report offers selected readings and suggestions from the literature aimed at reducing violence and vandalism in the Newark Public Schools. Section one lists facts that indicate the type and degree of problems affecting the school system. The second section presents highlights of a report and recommendations made by the Task Force on Reducing Violence and Vandalism of the New Jersey State Board of Education. Section three is a summary of recommendations for reducing school violence and vandalism derived from public hearings. A survey of principals who reported on the nature and extent of violence in schools is presented in the fourth section. Section five lists strategies to be used by school administrators to avoid student unrest. The final section presents guidelines for school discipline developed by the Pennsylvania Department of Education. (MK)

0956 ED 195 620
Ghory, Ward J.
Model Building in Urban Education: The Cincinnati Urban Education Pilot Project.
Pub Date—Apr 80
Note—28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1980).
Pub Type— Speeches/Meeting Papers (150) — Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Academic Achievement, *Administrator Role, Community Involvement, *Educational Improvement, Full State Funding, High Schools, Inner City, *Models, Principals, Resource Allocation, Staff Development, Student Behavior, Student Motivation, *Urban Education
Identifiers—*Ohio (Cincinnati), *Urban Education Pilot Project OH
This paper concerns the process of developing model urban education programs and is based on the experiences of the state funded Urban Education Pilot Project (UEPP) being carried out in one Cincinnati, Ohio, inner city public high school attendance area. First, key premises used by the UEPP are outlined. These include: (1) principals are the major decision makers for the use of project resources across the district, while central office project staff serve as coordinators and resource people who carry out the principals' decisions; (2) improvement in a high school district comes both from within each school and from coordinated project-wide activities; (3) urban schools can improve if a comprehensive approach is made in the areas of student achievement, student motivation, student conduct, staff development, and community involvement; and (4) model urban programs should be developed and tested in those classrooms they are meant to influence. Progress to date in the areas named above (student achievement, motivation and conduct, staff development, and community involvement) is then discussed and is described as excellent. Finally, five case examples from the model (the Council of Principals, the Honor Clubs, the Extended Day program, Talent Search, and the University Collaboration program) are analyzed in terms of their potential for contributing to successful model building programs. (Author/GC)

0957 ED 195 623
Beckum, Leonard C. Dasho, Stefan J.
Multi-Ethnic School Environments: Final Report FY 1978-79. Volume III: Data Analysts' Reports.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.
Report No.—MESE-79-ic
Pub Date—Jan 80
Contract—OB-NIE-G-78-0203
Note—248p.; For related documents see UD 020 922-923.
Pub Type— Reports - Descriptive (141) — Reports - Research (143)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors—Administrative Problems, Board of Education Policy, Case Studies, Classroom Desegregation, *Data Analysis, Decision Making, Elementary Secondary Education, *Ethnography, *Inservice Teacher Education, Racial Integration, Research Design, *School Desegregation, Socialization, Social Science Research
The Multi-Ethnic School Environments Study evolved in response to the need for a research base for identifying teacher training needs in newly desegregated school districts. The ultimate goal of this five year project is to generate teacher training processes and materials to aid teachers in coping with the realities of desegregation. The first phase (1978-1979) was a year of ethnographic research which examined teachers' efforts to organize their classrooms and to encourage the integration of students in newly desegregated classes. This volume of the research report presents analyses of data derived from a series of classroom observations. Analysts examined four themes related to schooling in desegregated settings: (1) the socioemotional development of students, (2) teacher decision making in instructional organization, (3) student socialization and preparation for future work roles and, (4) administrative practices and policies that have an impact upon school integration. Each of the four analyses includes a description of the analysis design, discussion of the classroom case study data, comparative conclusions and recommendations or implications. (Author/MK)

0958 ED 195 642
Batsche, Catherine, Ed.
Compendium. The Illinois Network of Exemplary Occupational Programs for Handicapped and Disadvantaged Students.
Illinois State Univ., Normal.
Spons Agency—Illinois State Office of Education, Springfield. Div. of Adult Vocational and Technical Education.
Pub Date—79
Note—176p.; Not available in paper copy due to colored paper.
Pub Type— Journal Articles (080) — Legal/Legislative/Regulatory Materials (090) — Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Ancillary School Services, Career Counseling, Career Education, *Classroom Techniques, Cooperative Education, Curriculum Development, *Disabilities, *Disadvantaged, Educational Legislation, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, Individualized Instruction, Industrial Education, Inservice Teacher Education, Job Placement, *Learning Activities, Mainstreaming, Postsecondary Education, Program Evaluation, Safety Education, Special Education, Staff Development, Student Recruitment, Teacher Education, *Teaching Methods, *Vocational Education
Identifiers—Education for All Handicapped Children Act, Rehabilitation Act 1973, Vocational Assessment, Vocational Education Amendments 1976
This Compendium is a manual of information related to the vocational education of handicapped and disadvantaged students. Section 1, Article Series, reprints fourteen articles published in professional journals. Topics include vocational education's role in career education for handicapped students, personnel development, cooperation of special education and industrial teacher education, individualized education programs, measurement and evaluation, motivating and managing behavior, teaching safety, cooperative work-education, inservice, and individualizing instruction. Section 2, Handicapped Series, includes sections of the manual To Serve Those Who Are Handicapped. Materials address mainstreaming; student recruitment; vocational assessment; vocational counseling; career education programs; support services; individualized instruction; facilities, equipment, and materials modification; placement services; program evaluation; inservice education; and classroom procedures. Section 3, Disadvantaged Series, reprints segments from a book which deal with curriculum adaptations and teaching techniques found effective in working with disadvantaged students. The approximately twenty activities may provide students characteristics, activity description with potential advantages and disadvantages, facilities/equipment, instructional materials, and references. Section 4, Legislative Series, contains summaries of these major pieces of legislation related to serving special needs students: Vocational Education Act, Education for All Handicapped Children Act, and Rehabilitation Act of 1973-Section 504. Section 5, Newsletters/Brochures, provides two Network brochures. (YLB)

0959 ED 195 703
Hitchens, Donna J. Thomas, Ann G.
Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel.
Equal Rights Advocates, Inc., San Francisco, Calif.
Spons Agency—California State Dept. of Education, Los Angeles.
Pub Date—Oct 79
Contract—8101
Note—35p.; For related documents see CE 027 204-206.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Compliance (Legal), Educational Planning, Federal Legislation, *Institutional Role, Labor Force, *Legal Responsibility, Nontraditional Students, Postsecondary Education, Scheduling, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, State Legislation, *Vocational Education
Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972
This handbook is designed (1) to assist vocational educators and administrators in understanding both the causes of occupational sex segregation and the problems it creates; (2) to clarify the federal and state mandates for the elimination of sex bias in vocational education programs; and (3) to provide possible approaches and strategies that can be used by vocational education personnel to comply with legal requirements and contribute to the elimination of occupational sex segregation. The handbook's six chapters provide information on the nature of the problem; the laws applicable to vocational education programs; methods of identifying sex bias and creating institutional change; removing barriers to the pursuit of non-traditional education; the treatment of enrolled students; and general conclusions about sex-stereotyping and its elimination. (Sections on state laws apply specifically to California. A workshop manual, designed for use with the handbook, is available separately-CE 027 204.) (KC)

0960 ED 195 704
Thomas, Ann G. Hitchens, Donna J.
Eliminating Sex Bias in Vocational Education: A Workshop for Administrative Personnel.
Equal Rights Advocates, Inc., San Francisco, Calif.
Spons Agency—California State Dept. of Education, Los Angeles.
Pub Date—Dec 79
Contract—8101
Note—23p.; For related documents see CE 027 203-206.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Compliance (Legal), Federal Legislation, Institutional Role, Instructional Materials, *Legal Responsibility, Nontraditional Students, Postsecondary Education, Resources, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, Staff Deve-

lopment, State Legislation, *Vocational Education, Workshops
Identifiers—California, Title IX Education Amendments 1972
These materials are intended to provide a workshop design for conducting a one-day staff training program for school personnel on the issue of sex bias in vocational education. The workshop is designed to aid school personnel in (1) identifying sex bias in vocational education programs; (2) understanding the legal requirements imposed on educational institutions to eliminate sex bias; and (3) developing a strategy for implementing programs to overcome the effects of previous sex bias in vocational education. Included in these workshop materials are a suggested workshop schedule, instructions for conducting the workshop, background information and resources for workshop leaders, a case study, and worksheets and instructions for small group exercises. These materials are intended to be used in conjunction with "Eliminating Sex Bias in Vocational Education: A Handbook for Administrative Personnel" (available separately-CE 027 023). (Workshop target audience is principals, deans of instruction, guidance counselors, district and county superintendents, program specialists, and directors of work experience programs.) (KC)

0961 ED 195 705
Hitchens, Donna J. Thomas, Ann G.
Eliminating Sex Bias in Vocational Education. A Handbook for Community Groups.
Equal Rights Advocates, Inc., San Francisco, Calif.
Spons Agency—California State Dept. of Education, Los Angeles.
Pub Date—Dec 79
Contract—8100
Note—46p.; For related documents see CE 027 203-206. GEO. U.S.; California
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Community Action, Community Involvement, Community Organizations, Compliance (Legal), Federal Legislation, Institutional Role, *Legal Responsibility, Postsecondary Education, Resources, School Community Relationship, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, State Legislation, *Vocational Education
Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972
This handbook is designed to provide the background information necessary for individuals and community groups to become involved in local vocational education programs in order to help end sex bias, stereotyping, and discrimination in such programs. The first four chapters of the handbook develop the background of the problem, providing information on the importance and nature of sex bias problems in vocational education, how vocational education is structured in California, the laws concerning sex bias, and the barriers that inhibit the full participation of girls and women in vocational education opportunities. Chapter 5 develops a plan that community groups can use to have a positive impact on the vocational opportunities available to female students through local education programs. Appendixes provide checklists for the requirements of Title IX (Education Amendments 1972), Title II (Education Amendments 1976), the California Five-Year Plan, and for problem identification; a questionnaire for gathering information on local schools and school districts; and a resource list. (KC)

0962 ED 195 706
Thomas, Ann G. Hitchens, Donna J.
Eliminating Sex Bias in Vocational Education: A Workshop for Community Groups.
Equal Rights Advocates, Inc., San Francisco, Calif.
Spons Agency—California State Dept. of Education, Los Angeles.
Pub Date—Dec 79
Contract—8100
Note—22p.; For related documents see CE 027 203-205.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Action, Community Involvement, Community Organizations, Compliance (Legal), Federal Legislation, Instructional Materials, Legal Responsibility, Postsecondary Education, Resources, School Community Relationship, Secondary Education, *Sex Bias, Sex Discrimination, *Sex Fairness, Sex Role, *Sex Stereotypes, State Legislation, *Vocational Education, *Workshops
Identifiers—California, Title II Education Amendments 1976, Title IX Education Amendments 1972
These materials are intended to provide a workshop design for conducting a one-day training program for representatives of community groups who are, or want to become, involved with helping to promote sex equity within the vocational education system. The workshop is designed (1) to provide representatives of community groups with background information on the California system of Vocation Education and the current progress and problems relating to sex equity within that system; (2) to increase understanding of the legal requirements imposed on educational institutions to eliminate sex bias; (3) to share information among participants about efforts currently being made by community groups around issues affecting non-traditional work; (4) to increase understanding of the process and dynamics of change; and (5) to plan follow-up strategies for furthering sex equity in vocational education within local communities. Included in the workshop materials are a planning guide; suggested workshop schedule; guidelines and resources for implementing the workshop; registration materials; pre-workshop packet with information on federal legislative requirements; and worksheets. (KC)

0963 ED 195 758
Technical Assistance Manual for Civil Rights in Vocational Education (First Edition).
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.
Pub Date—Oct 80
Note—78p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Civil Rights, *Compliance (Legal), Disabilities, *Educational Discrimination, *Equal Education, *Equal Opportunities (Jobs), Ethnic Discrimination, Program Administration, Program Development, Racial Discrimination, Reverse Discrimination, School Districts, Secondary Education, Sex Discrimination, *Social Discrimination, Student Recruitment, Teacher Promotion, Teacher Recruitment, Technical Assistance, *Vocational Education
Identifiers—North Carolina
This manual is designed to aid secondary school administrators and other school personnel in avoiding illegal discrimination-while sustaining educational standards-through proper planning and managing of vocational education programs. Chapter 1 concerns civil rights compliance in vocational education by superintendents and local directors through use of this manual and with aid from staff of the State Division of Vocational Education, especially those designated as "civil rights coordinating staff." Organization, objectives, and use of the manual are outlined. Staff technical assistance functions are listed. Chapters 2 and 3 focus on students and staff, respectively, and preventing discrimination and promoting equity at each stage of the educational/staffing processes. Both are based on three basic standards: (1) detection, prevention, and elimination of original discrimination; (2) detection, prevention, and elimination of reverse discrimination; and (3) upholding of educational/employment standards. Furthermore, chapter 2 identifies ninety checkpoints/stages in the educational process, and chapter 3 identifies forty-seven checkpoints/stages in the staffing process at which discrimination should be avoided. Some checkpoints are required, others are suggested. Spaces are provided for indicating if these checkpoints are judged as being met (yes or no) as well as for indicating those types of suggested documentation it is felt could be provided. (YLB)

0964 ED 196 139
Guidelines for Selected Personnel Practices in Catholic Schools, II.
National Catholic Educational Association, Washington, D.C.
Pub Date—Dec 76
Note—63p.; For a related document, see ED 169 632.
Available from—Publications Sales, National Catholic Educational Assn., One Dupont Circle, Suite 350, Washington, DC 20036 ($3.75 prepaid; quantity discounts)
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Administrator Selection, *Catholic Schools, Contracts, Evaluation Criteria, Nuns, *Personnel Policy, Priests, Principals, *Religious Education, *Teacher Evaluation
The five papers in this volume are directed to Catholic educators. The first paper discusses the practical problems of organizing and implementing a successful retreat program for high school students. The second paper concerns the complex process of developing effective teacher evaluation instruments. It presents a survey of the literature on teacher evaluation with respect to the development of an evaluation instrument. It also reports the results of applying principles derived from the literature survey to the actual development of a teacher evaluation instrument. The third article considers ways of perceiving the various roles in a Catholic school, as well as some procedures, structures, and methods. The fourth article discusses contracts in educational ministry. The final paper describes the job of a search committee formed to select a superintendent of schools for the Archdiocese of Baltimore (Maryland). (Author/MLF)

0965 ED 196 140
Harper, Mary-Angela
Putting It All Together: A Model for Parish Educational Policymaking. Second Edition.
National Catholic Educational Association, Washington, D.C.
Pub Date—79
Note—35p.
Available from—Publications Sales, National Catholic Educational Assn., Suite 350, One Dupont Circle, Washington, DC 20036 ($2.25 prepaid; all orders totaling $15.00 or less must be prepaid)
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Administrator Role, *Boards of Education, Catholic Educators, *Catholic Schools, Church Responsibility, Committees, Decision Making, Educational Policy, Elementary Secondary Education, *Governance, Leadership Responsibility, *Models, *Organization, Parent School Relationship, *Policy Formation, Priests, Religious Education
The rationale of shared responsibility by the hierarchy and the laity for directing Catholic school and non-school religious educational programs is clearly present in the Vatican Council II documents, which state that members of the laity should be involved in all decisions affecting their lives and that appropriate structures should be established for this purpose. The organizational model proposed in this booklet is designed for the parish that has enough parishioners to compose two major policy-making bodies-a parish council and an education board. Organizational structures of the parish council and an education board are explained. The roles of the pastor, administrators, and parents' groups are discussed. In the appendices are graphics of the model and a skeletal outline of a constitution and by-laws for the parish council and education board. (Author/MLF)

0966 ED 196 141
Harper, Mary-Angela
Ascent to Excellence in Catholic Education: A Guide to Effective Decision-Making.
National Catholic Educational Association, Washington, D.C.
Pub Date—80
Note—278p.
Available from—Publications Sales, National Catholic Educational Assn., One Dupont Circle, Suite 350, Washington, DC 20036 ($7.95)
Pub Type— Guides - Non-Classroom (055)

Document Not Available from EDRS.
Descriptors—*Board of Education Role, *Boards of Education, *Catholic Schools, *Decision Making, Educational Policy, Elementary Secondary Education, *Governance, Organization, *Policy Formation, Religious Education
Before 1960, the Catholic laity had virtually no say in the governance of Catholic schools. All decisions were made and handed down by bishops, pastors, and provincial superiors of religious orders. Now most dioceses and perhaps half the parishes in the country have a board or committee that shares significantly in decision-making about such matters as salaries and fringe benefits; tuition and fees; budgets; planning; overall evaluation of programs and personnel; policymaking; and the opening, closing, or consolidation of schools. This volume is a reference work offering specific guidance on a board's duties and opportunities. Discussed are a board's responsibilities in regard to planning, evaluation, and finance; and the relationships of board members with faculty, students, and the public. The appendices contain numerous models of various board functions. (Author/MLF)

0967 ED 196 159
Rump, Erwin E. Hunter, James L.
Making an Energy Conservation Program Work.
Metropolitan School District of Washington Township, Indianapolis, Ind.
Pub Date—Oct 80
Note—11p.; Paper presented at the Annual Meeting of the Association of School Business Officials (66th, New Orleans, LA, October 26-30, 1980). Some paragraphs may not reproduce clearly due to broken print of original document.
Pub Type— Guides - Non-Classroom (055) — Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computation, Elementary Secondary Education, *Energy Conservation, *Fuel Consumption, School Buildings, Worksheets
The first step of an energy conservation program is to monitor energy consumption. A system is explained that, in order to determine which buildings are energy efficient (considering all types of energy that a building might use), monitors total energy consumption. All such consumptions can be reduced to a common denominator: Barrels of Energy (BOE) or British Thermal Unit (BTU). The conversion factors are given for both calculations. To demonstrate how the procedure operates, figures of energy consumption (oil, gas, and electricity) are given for six fictitious buildings for two different years. Worksheets are provided to use in calculating which of the buildings is operating with the greatest degree of energy efficiency. (MLF)

0968 ED 196 571
Smith, Sandra K.
How to Become Meaningfully Involved in School Food and Nutrition Programs: A Guide for Parents.
Georgia State Dept. of Education, Atlanta.
Pub Date—79
Note—33p.
Pub Type— Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—Check Lists, Communication (Thought Transfer), Elementary Secondary Education, Evaluation, Federal Regulation, Food, Glossaries, Guidelines, *Nutrition, *Parent Participation, *Parent School Relationship, Program Administration, *Program Design, *School Activities, *School Health Services
The primary purpose of this guidebook is to identify effective ways for parents to contribute to school food and nutrition programs. Meaningful parent involvement in such programs is said to have potential for increasing awareness of good nutrition, clarifying conflicting information, coordinating home and school nutrition teachings, and helping children make wise food choices. To help parents work effectively with school personnel, the guide provides a brief explanation of lines of school authority and the differing responsibilities of school personnel for food and nutrition programs. Also presented is a list of the major health and meal requirements under which school nutrition programs operate. A step-by-step action plan is outlined whereby a PTA nutrition committee can become actively involved in school programs. A checklist for observing the school food system, an evaluation form for parent projects, brief articles on "Health Foods vs. Healthy Foods" and "Breaking Communication Barriers," and a glossary are appended. (Author/JA)

0969 ED 196 604
Christner, Catherine A. And Others
Evaluation Design: ESEA Title I Migrant Program. Publication No. 80.02.
Austin Independent School District, Tex. Office of Research and Evaluation.
Spons Agency—Department of Education, Washington, D.C.
Pub Date—80
Note—66p.; For a related document, see ED 178 260.
Pub Type— Guides - Non-Classroom (055) — Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors—*Ancillary School Services, Educational Assessment, Elementary Secondary Education, *Evaluation Methods, *Evaluation Needs, Federal Aid, *Migrant Education, Migrant Health Services, Needs Assessment, Objectives, Parent Participation, Preschool Education, *Program Design, *Program Evaluation, Public Schools
Identifiers—Austin Independent School District TX, ESEA Title I Migrant Programs
The 1980-81 Austin Independent School District Title I Migrant Program for current and former migrant children operates at preschool through high school levels on an increased budget of $1,025,358 and centers around student recruitment and parent participation, a pre-K through high school instructional program, and health and clothing support services. Program evaluation will involve two major activities. The final report summary with its final technical report will provide decision information regarding the continuance, modification, or deletion of the program's instructional and other components. The annual evaluation report for the Texas Education Agency will document the achievement of program objectives. Both activities require detailed needs assessment, process, and outcome data from numerous sources. Information needs and sources are cross referenced in detail. A complete information dissemination schedule and an evaluation time resources allocation plan are included. (SB)

0970 ED 196 640
Las Matematicas: Lenguaje Universal. Nivel 2b: Multiplicacion y Division de Numeros Enteros (Mathematics: A Universal Language. Level 2b: Multiplication and Division of Whole Numbers).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—95p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Division, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Curriculum, Mathematics Instruction, *Multiplication, Number Concepts, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials
This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include multiplication and division. (MK)

0971 ED 196 641
Las Matematicas: Lenguaje Universal. Nivel 2c: Factores y Multiplos (Mathematics: A Universal Language. Level 2c: Factors and Multiples).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—76p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, Division, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Curriculum, Mathematics Instruction, *Multiplication, *Number Concepts, Prime Numbers, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials
This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include factors, prime and composite numbers, divisibility, and exponents. (MK)

0972 ED 196 642
Las Matematicas: Lenguaje Universal. Nivel 3: La Medida (Mathematics: A Universal Language. Level 3: Measurement).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—89p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Curriculum, Mathematics Instruction, *Measurement, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials
This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include liquid, dry, linear, weight, and time measures. (MK)

0973 ED 196 643
Las Matematicas: Lenguaje Universal. Grados Intermedios, Niveles 1-3. Teacher's Guide I (Mathematics: A Universal Language. Intermediate Grades, Level 1-3. Teacher's Guide I).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—263p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions. Pages 79-94 missing from document prior to its being shipped to EDRS for filming.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($5.00).

Language—English; Spanish
Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Addition, *Bilingual Education, Division, *Elementary School Mathematics, Elementary Secondary Education, Mathematics Curriculum, *Mathematics Instruction, Measurement, Multiplication, Number Concepts, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, Subtraction, *Teaching Guides, Teaching Methods
Identifiers—Bilingual Materials
This guide covers the first part of a bilingual, sequential mathematics course. The course integrates culturally relevant situations and illustrations with mathematics to reinforce the student's self-concept and encourage cultural pride. This program may be used as a self-contained continuum, as a supplement to another course of study, for individualized instruction, or in the large-group, traditional classroom. These materials are written in English and Spanish for grades 6-8, but may be used for other grade levels. The guide includes suggestions on grouping, presentations, goal setting, scheduling, a testing center, a mathematics laboratory, assignment of materials, and grading. Also included are an overview, behavioral objectives, patterns for duplicating masters or transparencies and patterns for materials to be used in suggested activities. The mathematical topics covered in this guide include numeration, addition, subtraction, multiplication, division, and measurement. (Author/MK)

0974 ED 196 644
Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 4a: Multiplicacion de Fracciones (Mathematics: A Universal Language. Intermediate Grades, Level 4a: Multiplication of Fractions).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—116p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, Mathematics Curriculum, Mathematics Instruction, *Multiplication, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials
This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include equivalent fractions, mixed numbers, and multiplication of fractions and mixed numbers. (MK)

0975 ED 196 645
Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 4b: Division de Fracciones (Mathematics: A Universal Language. Intermediate Grades, Level 4b: Division of Fractions).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—62p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Division, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, Mathematics Curriculum, Mathematics Instruction, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials
This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include reciprocals, complex fractions, and division of fractions. (MK)

0976 ED 196 646
Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 5a: Geometria - Conjuntos de Puntos (Mathematics: A Universal Language. Intermediate Grades, Level 5a: Geometry - Sets of Points).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—70p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, Geometry, Mathematics Curriculum, Mathematics Instruction, Plane Geometry, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials
This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in the booklet include points, lines, planes, space, angles, and intersection and union of sets. (MK)

0977 ED 196 647
Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 5b: Medida Lineal, Perimetro y Area (Mathematics: A Universal Language. Intermediate Grades, Level 5b: Linear Measure, Perimeter and Area).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—90p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Geometric Concepts, Mathematics Curriculum, Mathematics Instruction, *Measurement, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials
This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include measurement, perimeter, and area. (MK)

0978 ED 196 648
Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 6a: Suma de Fracciones (Mathematics: A Universal Language. Intermediate Grades, Level 6a: Addition of Fractions).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—78p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Addition, *Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, Mathematics Curriculum, Mathematics Instruction, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Textbooks
Identifiers—Bilingual Materials
This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include addition of fractions and mixed numbers. (MK)

0979 ED 196 649
Las Matematicas: Lenguaje Universal. Grados Intermedios, Nivel 6b: Resta de Fracciones (Mathematics: A Universal Language. Intermediate Grades, Level 6b: Subtraction of Fractions).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—64p.; For related documents, see SE 030 950-962. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($3.00).
Language—English; Spanish
Pub Type— Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, *Fractions, Mathematics Curriculum, Mathematics Instruction, Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Subtraction, *Textbooks
Identifiers—Bilingual Materials
This is one of a series of student booklets designed for use in a bilingual mathematics program in grades 6-8. The general format is to present each page in both Spanish and English. The mathematical topics in this booklet include subtraction of fractions and mixed numbers. (MK)

0980 ED 196 650
Las Matematicas: Lenguaje Universal. Grados Intermedios, Niveles 4-6. Teacher's Guide II (Mathematics: A Universal Language. Intermediate Grades, Levels 4-6. Teacher's Guide II).
Dissemination and Assessment Center for Bilingual Education, Austin, Tex.; Fort Worth Independent School District, Tex. Bilingual Education Program.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—79
Note—261p.; For related documents, see SE 030 950-961. Not available in hard copy due to copyright restrictions.
Available from—Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Blvd., Austin, TX 78752 ($5.00).
Language—English; Spanish

Pub Type— Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—*Bilingual Education, *Elementary School Mathematics, Elementary Secondary Education, Fractions, Geometry, Mathematics Curriculum, *Mathematics Instruction, Measurement, *Secondary School Mathematics, Spanish Culture, *Spanish Speaking, *Teaching Guides, Teaching Methods
Identifiers—Bilingual Materials
This guide covers the second part of a bilingual, sequential mathematics course. The course integrates culturally relevant situations and illustrations with mathematics to reinforce the student's self-concept and encourage cultural pride. This program may be used as a self-contained continuum, as a supplement to another course of study, for individualized instruction, or in the large-group, traditional classroom. These materials are written in English and Spanish for grades 6-8, but may be used for other grade levels. The guide includes suggestions on grouping, presentations, goal setting, scheduling, a testing center, a mathematics laboratory, assignment of materials, and grading. Also included are an overview, behavioral objectives, a section which explains some mathematical procedures taught in Hispanic countries, and duplication masters and transparency masters. The mathematical topics covered are: multiplication and division of fractions, geometry, measurement, and addition and subtraction of fractions. (Author/MK)

0981 ED 196 811
Montalvo, David And Others
The Puerto Ricans: A Brief Look At Their History.
B'nai B'rith, New York, N.Y. Anti-Defamation League.; Philadelphia School District, Pa.
Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date—77
Grant—OEG-070-2087
Note—102p.
Pub Type— Historical Materials (060) — Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Colonialism, Cultural Differences, Foreign Countries, Hispanic Americans, Imperialism, *Latin American History, Migration, *Puerto Rican Culture, *Puerto Ricans, *Sociocultural Patterns, *Socioeconomic Influences, United States History
Identifiers—*Puerto Rico, Spain, United States
Beginning with an overview of the Spanish conquest and resulting rule, this handbook chronicles the history of Puerto Rico with specific attention devoted to the social and economic influences of contact with both Spain and the United States. Topics of particular relevance include a geographical overview of the land and its influence on the Puerto Rican people, Spanish colonialism, the social and economic impact of Spanish rule, Puerto Rico under United States rule, Puerto Rico as a territory and a commonwealth, the effects of economic and cultural influences of the United States on Puerto Rican society, and the causative factors resulting in the Puerto Rican migration to the United States mainland. (JN)

0982 ED 197 029
Iwanicki, Edward F. Gable, Robert K.
1979-1980 Hartford Project Concern Program. Final Evaluation Report 80-20.
Hartford Public Schools, Conn.
Pub Date—Sep 80
Note—122p.; Report prepared by the Evaluation Office. For related documents see ED 177 516 and UD 020 970-971.
Pub Type— Reports - Descriptive (141) — Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors—*Academic Achievement, *Career Choice, *Desegregation Methods, Elementary Secondary Education, Program Evaluation, Racial Integration, School Desegregation, School Holding Power, *Student Attitudes, *Student Attrition, Suburbs, Urban Schools, Voluntary Desegregation
Identifiers—Connecticut (Hartford), Elementary Secondary Education Act Title I
The Project Concern Program, which sought to promote school desegregation through cooperation among schools in Hartford, Connecticut, and its suburbs, is evaluated in this report. The evaluation addresses the following areas: (1) career patterns of project graduates, dropouts, and non-participants in Hartford; (2) issues of attrition; and (3) the project's cognitive and affective impact on students. Survey data indicated that Project Concern graduates made higher occupational choices and became involved in post secondary education at a greater rate than other groups. Results of a survey of second through eighth graders suggested that students had positive attitudes toward themselves and school. Academic achievement data was incomplete. The program attrition rate was 8.2 percent with most students leaving for disciplinary and social reasons. Evaluative data are included in tables and appendices. (MK)

0983 ED 197 041
Heflin, John F. Douglas, Marcia
School Desegregation: Portland Style.
Pub Date—10 Apr 80
Note—33p.; Paper prepared for the Annual Meeting of the American Educational Research Association and a Symposium on "Exploration of School Desegregation Impact on Black Communities: A View From the Western States" (Boston, MA, April 10, 1980).
Pub Type— Opinion Papers (120) — Speeches/Meeting Papers (150) — Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors—*Black Organizations, Board of Education Role, *Community Organizations, *Desegregation Effects, Elementary Secondary Education, *Policy Formation, Political Issues, *Program Implementation, School Community Relationship, *School Desegregation
Identifiers—*Oregon (Portland)
In this paper, the Policy Process Model developed by Charles O. Jones is adopted in order to analyze school desegregation policy in Portland, Oregon. A major focus of this case study is the interaction between the Portland Public School Board and two community groups (the Community Coalition for School Integration and the Black United Front) as the Board initiated adjustments in its desegregation program in order to comply with State guidelines. Also highlighted are key internal and external adjustments made by the school organization as a result of community pressures during the implementation of desegregation policy. The Jones Policy Process Model is reduced to three fundamental stages (policy formation, policy implementation, and policy impact), and the developments of each stage are outlined for the case of Portland. The blurring of boundaries between the three stages is described, and the consequent necessity for examining both the intended and unintended consequences of desegregation is stressed. (Author/GC)

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